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Spring 2016

## Are We There Yet? New Paths for NEWCITY Youth

Department of Planning and Urban Studies, University of New Orleans

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# ARE WE THERE YET?

New paths for **NEWCITY** Youth

## **University of New Orleans**

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### **Special Thanks to**

The Greater New Orleans Foundation

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### THE UNIVERSITY *of* NEW ORLEANS

Department of Urban & Regional Planning

The University of New Orleans Department of Planning and Urban Studies (UNO-PLUS) has been an important regional institution helping to train leaders in urban issues for over 40 years. As the economic and urban landscape of New Orleans continues to evolve post Hurricane Katrina, the planning program faculty has been committed to the equitable and sustainable rebuilding of the city and region. The department's Master of Urban and Regional Planning (MURP) program is the only accredited planning program in the State of Louisiana. The Community Development Finance Practicum provides advanced MURP students in the housing and community economic development specialization with an opportunity to apply their technical and analytical skills developed through their planning coursework. Students work in small teams, under the supervision of the course instructor and a community development practitioner, to advance a community development finance project in collaboration with a client.

## About the Client

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Providence Community Housing is a non-profit community development corporation. Providence is committed to the viability of the great City of New Orleans. To date, Providence has developed over 1,200 units of housing and helped 412 individuals and families become homeowners in the Greater New Orleans Area. Providence,

through mission-driven model of developing affordable housing stock homeownership programming and supportive service delivery, is making a great impact in this community.



In 2007, as New Orleans began its early phases of recovery after Hurricane Katrina, roughly \$3 billion dollars of investments in hospitals, affordable housing, parks and recreation and corridor improvements were proposed for the NEWCITY neighborhoods. Recognizing this unprecedented opportunity for neighborhood revitalization a group of over 15 community leaders and partners,

led by Providence Community Housing, established NEWCITY Neighborhood Partnership. The goal of NEWCITY is to serve as an engine for educational, economic, and housing development by sharing information and resources, coordinating plans and meetings, and maximizing the organizational capacities of its members. NEWCITY is committed to building upon the existing strengths and historical significance of the neighborhoods to foster a more healthy and vibrant community for residents and businesses alike.



## Executive Summary

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The University of New Orleans' Spring 2016 Community Development Finance Practicum conducted this study to help the NEWCITY Neighborhood Partnership understand the state of youth in the neighborhoods it brings together. This analysis is a preliminary step in understanding the breadth and depth of key issues that youth face. The report reviews the area's demographics, examines data on area schools and students, explores issues surrounding health and recreation in the area, and analyzes youth workforce development opportunities.

### INSIDE NEWCITY: BACKGROUND AND DEMOGRAPHICS

NEWCITY is comprised of stakeholders in the historic Treme/Lafitte, Tulane/Gravier, and Seventh Ward neighborhoods. The demographic makeup of these neighborhoods - which, for simplification purposes, the report refers to as the NEWCITY area - has changed significantly in the past decade, largely due to the redevelopment of public housing and reinvestment in the city's historic neighborhoods since Hurricane Katrina.

- **Between 2000 and 2014, the NEWCITY area population dropped by 42.5%, and the population under the age of 18 fell by nearly two-thirds (63.5%). There are now just over 2,000 youth under 18 in the area.**
- **Approximately 80% of area youth live in a household earning below a wage level necessary to cover basic expenses, and approximately 75% of area families are single mother households.**
- **Nearly 40% of area residents are likely to take public transportation, walk, or commute by other means, suggesting that youth may face difficulties commuting to after-school activities located outside of the area.**
- **There are 6,392 jobs in the NEWCITY area, yet only 194 area residents working in them. Approximately 4,000 area residents work outside the area.**
- **Of the country's fifty largest metropolitan areas, New Orleans has the third highest rate of opportunity youth, defined as 16 to 24 year-olds who are neither working nor in school.**
- **Some of the city's highest crime rates are in the NEWCITY neighborhoods, with the highest rate in Treme/Lafitte. Youth are particularly affected as 42% of murder victims in New Orleans between 2010 and 2013 were younger than 25 years old and 9% were juveniles under the age of 18.**

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## SCHOOLS & EDUCATION

The New Orleans school system has, since Hurricane Katrina, been transformed to an all charter system in which families can theoretically choose from any school in the city. This has caused a decline in neighborhood schools and increased the average student's commute distance and travel time, which in turn also complicates after-school programming. Data specific to students living in the NEWCITY area was not attainable, but zip code level enrollment data was analyzed for this report. The larger area made up of the zipcodes that the NEWCITY area lies within (70112, 70116, and 70119) is identified as the "Greater NEWCITY" area for the purposes of this report.

- The 4,777 students living in the Greater NEWCITY area attend over 70 different public schools across the city.
- Approximately 20% of the students from the Greater NEWCITY area attend one of the 6 public schools within NEWCITY's boundaries.
- Five of the six charter schools within the NEWCITY area received a performance grade of D for the 2014-2015 school year.
- Though many students traveling outside of the area attend schools with higher grades, a significant number of students travel long distances to D or F schools. This suggests that many families prioritize other factors ahead of geographic proximity and academic performance.
- Opening after-school programs to non-students and making space available to community groups are practices associated with a national community schools movement and could benefit the NEWCITY neighborhoods.

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## HEALTH AND WELL-BEING

This study examines a few of the many youth-related health and well-being concerns in the study area, including high rates of lead exposure, available community-based youth programs, and the lack of adequate outdoor recreation spaces.

- Most, if not all, children in the NEWCITY neighborhoods are at risk for toxic lead exposure due to high lead presence in soils and historic buildings, as well as the uncertainty of lead risk in municipal water pipes.
- NEWCITY should advocate for free blood lead level testing for all children in the city, for soil testing of all playgrounds and parks utilized by children, and for legislation requiring that rental property owners register their units and have them tested for lead paint and residue.
- There are ten youth programs in the area, including two youth centers, the Sojourner Truth Neighborhood Center and the Treme Center. Both centers are valuable neighborhood assets, but more programming and resources are needed to ensure all youth have access to activities, computers, and programs.
- The Nora Navra library branch, set to open in early 2018, could provide an opportunity for the location of more youth programming. NEWCITY should explore the possibility of acting as lead community partner with the library on this project, similar to the Broadmoor Improvement Association's relationship with the Keller Library branch in Broadmoor.
- The area has a shortage of recreational green space. An increase in the useable greenspace is recommended and could come from a portion of the Lafitte Greenway.

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## WORKFORCE DEVELOPMENT

In New Orleans and cities across the country, many youth lack the skills and education needed to secure employment and meet current and future labor market demands. This section identifies workforce development programs that serve opportunity youth within the study area and provides recommendations to improve New Orleans' workforce development system based on national models of best practice.

- Workforce development programs for opportunity youth provide social services that address the barriers disconnected youth may face when navigating the labor market. The scope and intent of programs may vary but all should provide youth with the competencies to prepare them for a successful future in the workforce.
- There is currently no comprehensive workforce development system serving opportunity youth in the study area.
- Dropping out of high school can have devastating lifelong effects, yet opportunity youth are often disconnected from the education system. Job readiness programs are necessary for basic skills remediation before occupational training can lead to long-term financial stability.
- A criminal background remains the largest obstacle to securing employment among opportunity youth.
- Career and Technical Education (CTE) programs prepare high school students with a strong academic and technical foundation to pursue a traditional four year degree or find employment in priority industries. The recent implementation of Louisiana's JumpStart program holds great potential in upgrading the use of CTE in high schools throughout New Orleans and the state.
- The development of the Veteran Affairs Hospital and the University Medical Center presents a unique opportunity to establish a health care workforce pipeline for area youth. Looking to models of best practice, the Baltimore Alliance for Health Care Systems provides insight into the successful use of the career pathways model for health care workforce development.

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## SURVEY

The surveys were conducted over several afternoons at the Sojourner Truth Neighborhood Center and the surrounding area. Thirty-four children ages 5-16, mostly from the Treme/Lafitte neighborhood, were interviewed. By focusing on schools, recreation, and safety, the survey captured a snapshot of subjects covered within this report and how youth view their community.

- The 34 respondents attend 15 different schools in New Orleans.
- Nearly three-fourths (74%) of respondents commute to and from school by school bus, and the same percentage claim a commute time of 30-45 minutes, in line with findings in this report of long school commute times.
- The overwhelming majority of respondents, 82%, plan to continue their education after high school and many indicated an interest in the healthcare field, supporting this report's recommendation of the establishment of a health care workforce pipeline.
- Many students did not know the Lafitte Greenway by name. Upon further description of the Greenway, children realized they did use it, pointing to the suggested need for increased awareness about the Greenway's potential for youth programming.
- The survey process indicated that youth care about their community and are interested in being involved. NEWCITY should work to involve youth in area activities to provide young people with more agency in the decisions that affect their futures.





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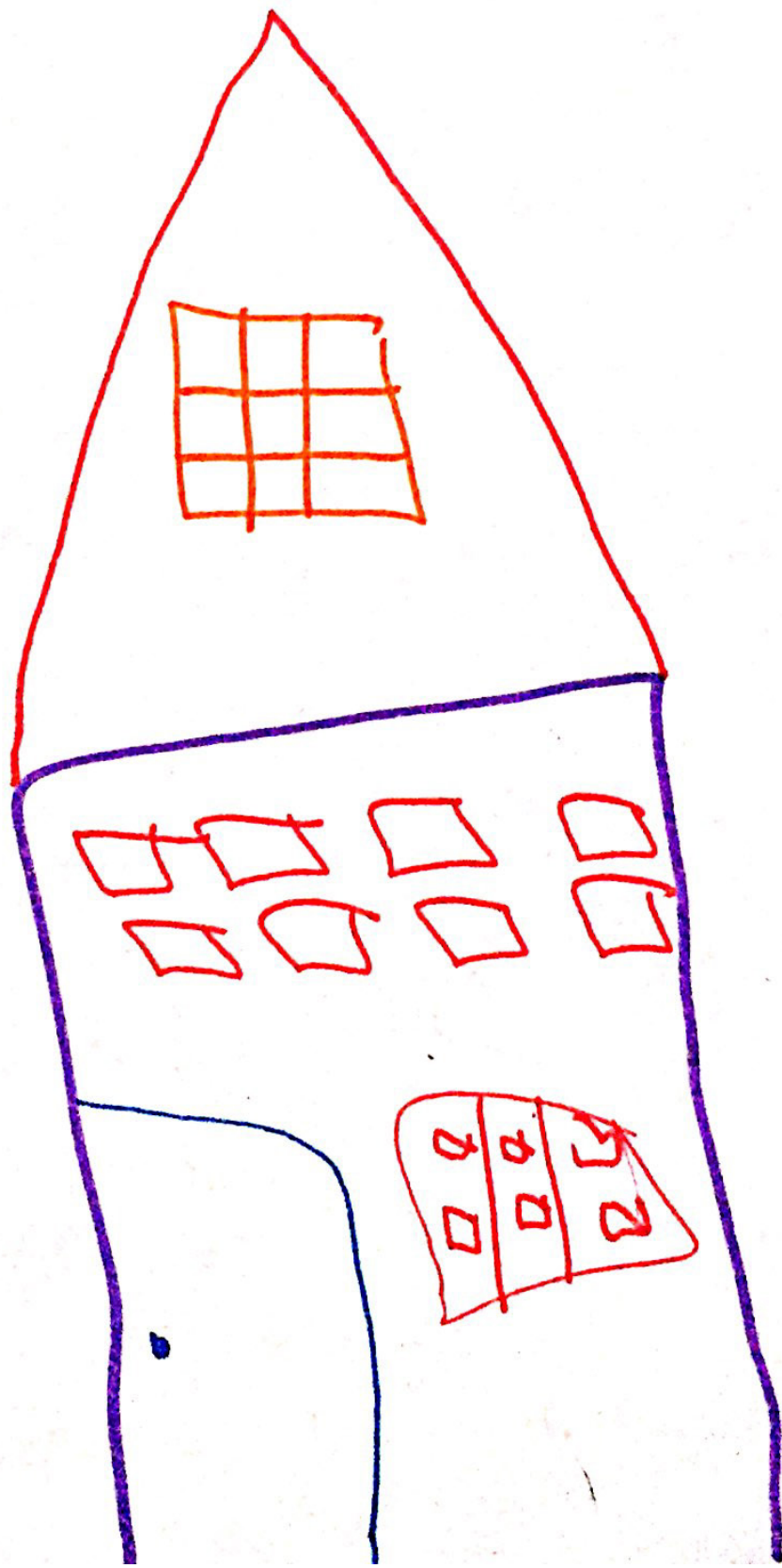
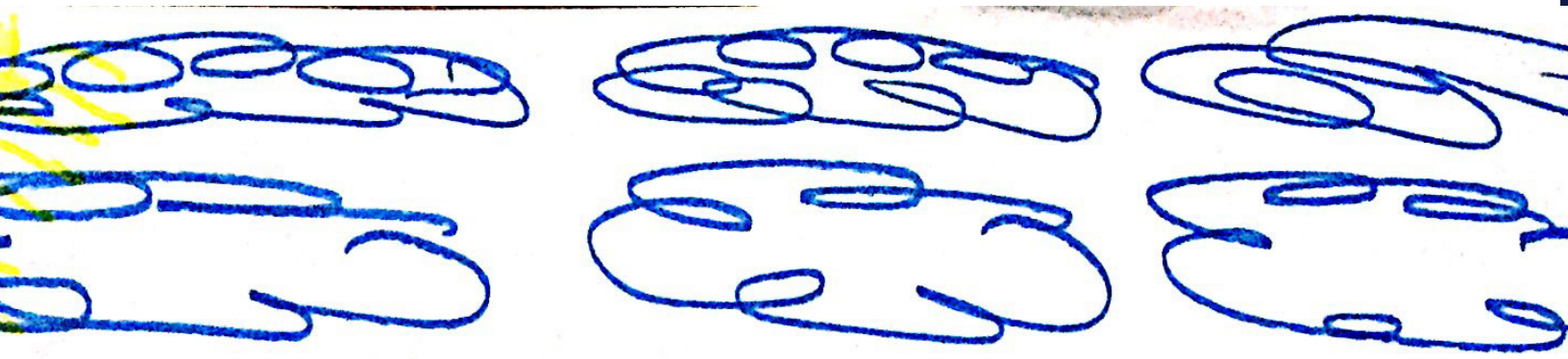


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# Inside NEWCITY



# INTRODUCTION

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The UNO Spring 2016 Community Development Practicum was tasked by the NEWCITY Neighborhood Partnership to provide a report on the state of youth in the NEWCITY neighborhoods, analyzing specific issues that aid or hinder youth development. The research team compiled demographic data to assist in the understanding of the demographics of the study area and conducted research centered around schools, health and wellness, and workforce development.

This report is intended to illustrate the condition and needs of youth in the area. Data collection, literature reviews, assessments, interviews and surveys were employed. The study team recognized that youth concerns are often overlooked or simply not incorporated into plans that target them. In order to provide youth perspectives, the team administered a survey of youth ages 5-16 at the Sojourner Truth Neighborhood Center and adjacent neighborhoods.

The report begins with an analysis of demographic data that provides a framework for understanding the NEWCITY study area. This is followed by an examination of three subject areas that were deemed most pertinent to the report: schools and education, health and wellness, and workforce development. An examination of these subjects is followed by an analysis of the above-mentioned youth survey. The report concludes with recommendations based on findings from each respective topic.

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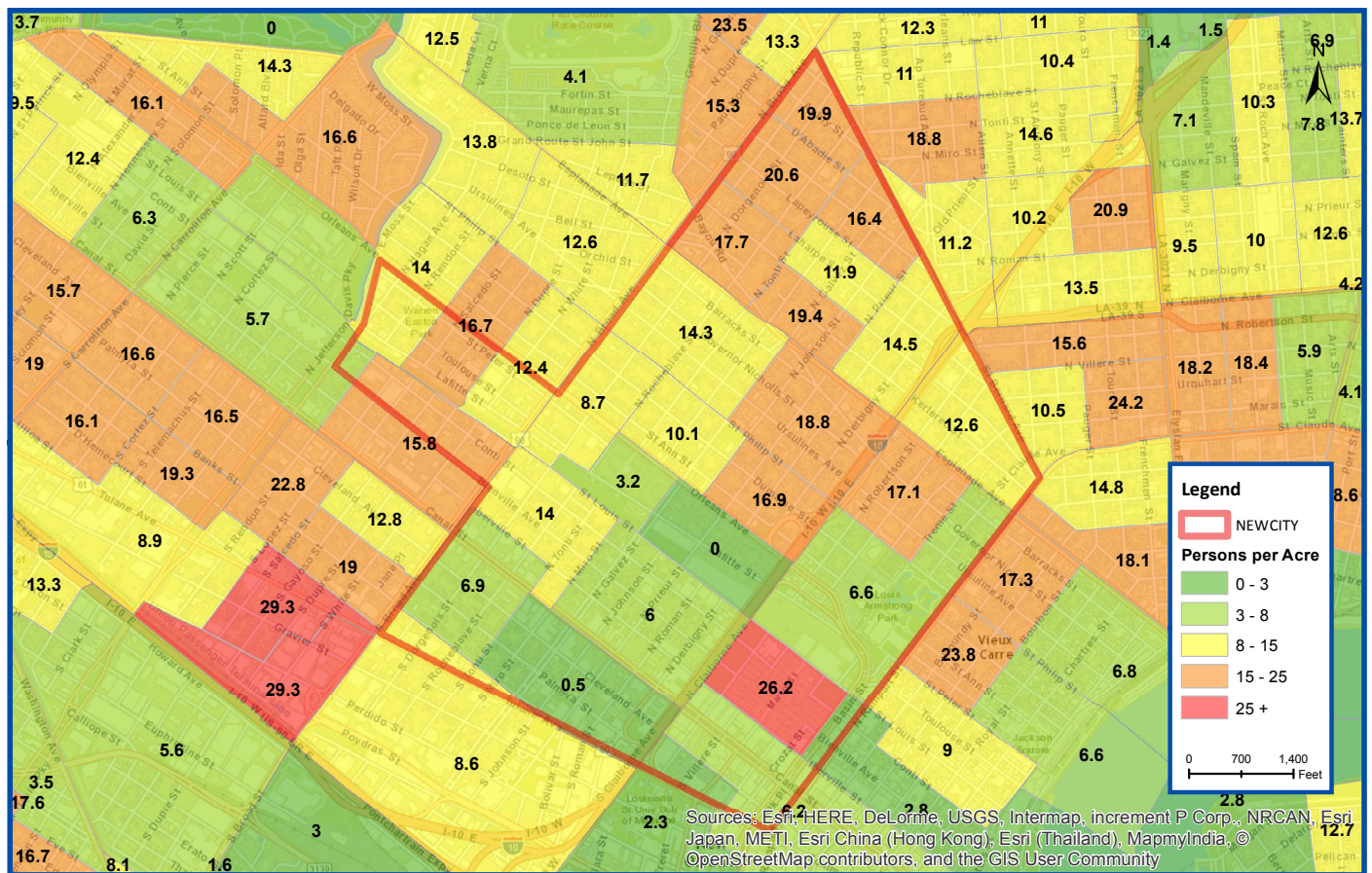
<sup>1</sup> Given time and resource constraints, the study team utilized convenience sampling.



## NEWCITY

The NEWCITY Neighborhood Partnership is comprised of residents, businesses, and other stakeholders in three historic neighborhoods: Tremé/Lafitte, Tulane/Gravier, and the 7th Ward. The majority of the area - which, for simplification purposes, this report refers to as the NEWCITY area - is bounded by Tulane Avenue, St. Bernard Avenue, North Rampart Street, and North Broad Street. The boundaries also include an area jutting out to the northwest that is bounded by Orleans Avenue, Bienville Street, the southern tip of Bayou St. John and North Broad Street. The total area is approximately 1,126 acres with a population of around 12,600 and a density of roughly 11.5 people per acre.

**Figure 1-1: Population Density in the NEWCITY Area (Five Year Data, 2010-2014)**



Source: American Community Survey, 2014 Five-Year Estimate, Table B01001

## HISTORY

The neighborhoods that make up the NEWCITY area are historically some of the most racially, socially, and economically diverse in New Orleans. Treme was one of the first neighborhoods for free people of color in the United States. The earliest African American craftsmen, artisans, musicians, teachers, writers, and doctors in New Orleans called this area home. Additionally, this part of New Orleans is well known for the historical places that fall within its borders. These include Congo Square, which was a meeting place for slaves as far back as 1729 (The Data Center, 2005). Charity Hospital, the predecessor to the newly created University Medical Center, had been a beacon for the Tulane/Gravier area since 1859. The area is a historically rich cultural hub of New Orleans, with notable highlights including the Zulu Social Aid and Pleasure Club and strong Mardi Gras Indian traditions.

The NEWCITY area also includes the sites of the former Lafitte and Iberville Projects, among the city's earliest federal public housing projects developed to increase the supply of affordable rental housing for poor and working class families. Lafitte was built to house black families while the nearby Iberville complex served white households (Enterprise, 2015). As was the case elsewhere in the United States, when these housing projects first opened, they were well received and considered among the most desirable shelter options for low- and moderate-income residents. However, a nationwide trend toward disinvestment and decline in public housing, combined with local developments such as the construction of the Claiborne Expressway, took a significant toll on the community (Marcus, 1983).

## RECENT DEVELOPMENTS

New Orleans has experienced significant population shifts since Hurricane Katrina, but changes in the NEWCITY neighborhoods have been especially dramatic, due in a large part to the redevelopment of public housing and reinvestment in historic neighborhoods after the storm. Both housing developments were closed following Hurricane Katrina. The Lafitte public housing development has been transformed into the Faubourg Lafitte, an affordable, mixed-income community. The Iberville reopened and is currently being redeveloped under HUD's Choice Neighborhoods Initiative (Enterprise, 2015).

In addition to housing redevelopment, and to the credit of NEWCITY and its partner organizations, significant reinvestment has occurred in the three neighborhoods that comprise the area, totaling over \$5.2 billion (NEWCITY, 2016). Noteworthy projects in the area include the development of two new hospitals (the University Medical Center and the Southeast Louisiana Veterans Affairs (VA) hospital), renovations of historic buildings, the creation of the Lafitte Greenway linear park, the reopening of the Treme Center, and the opening of the Sojourner Truth Neighborhood Center.



## DEMOGRAPHICS

Though the NEWCITY area remains predominantly African American (Table 1-1), the population has changed considerably over the last fourteen years, both shrinking and becoming more diverse than even the city as a whole (Table 1-2). Between 2010 and 2014, the population shrank by more than 42.5%. This is almost double the rate at which the city's population decreased (24%) while the state grew 3%. Population loss in the study area occurred primarily in the African American population, which declined by more than half (54%). The white population, despite decreasing citywide, more than doubled (128.4%), as did the Hispanic or Latino population (132%).

**Table 1-1: Race and Origin (Five Year Data, 2010-2014)**

	Louisiana		Orleans Parish		NEWCITY	
	#	%	#	%	#	%
Estimate	4,601,049	100.0%	368,471	100.0%	12,608	100.0%
White alone	2,890,570	62.8%	125,296	34.0%	2,551	20.2%
Black or African American alone	1,477,781	32.1%	219,645	59.6%	9,365	74.3%
Another race or more than one race	232,698	5.1%	23,530	6.4%	691	5.5%
Hispanic or Latino Origin	210,524	4.6%	19,911	5.4%	935	7.4%

Source: ACS 2014 5-Year Estimate, Table B02001 & B03003

**Table 1-2: Race and Origin Change, 2000 to 2014**

	Louisiana			Orleans Parish			NEWCITY		
	2000	2014	Change	2000	2014	Change	2000	2014	Change
Estimate	4,468,976	4,601,049	3.0%	484,674	368,471	-24.0%	21,927	12,608	-42.5%
White alone	2,856,161	2,890,570	1.2%	135,956	125,296	-7.8%	1,117	2,551	128.4%
Black alone	1,451,944	1,477,781	1.8%	325,947	219,645	-32.6%	20,375	9,365	-54.0%
Another or multiple	160,871	232,698	44.6%	22,771	23,530	3.3%	435	691	58.9%
Hispanic or Latino	107,738	210,524	95.4%	14,826	19,911	34.3%	403	935	132.0%

Source: 2000 Census, Table SF-1; ACS 2014 5-Year Estimate, Table B02001 & B03003

The approximately 12,608 current residents continue to face many challenges. An estimated 43% of families fall below the poverty line, a rate much higher than that of the state (18.9%) and parish (26.1%) (ACS, 2007). The area also has a higher percentage of single-parent households compared to the city and state. Approximately 75% of the families in the NEWCITY area are single mother households (Table 1-3), 57% of which are impoverished (ACS, 2007).

**Table 1-3: Children in Families (Five Year Data, 2010-2014)**

	Louisiana		Orleans Parish		NEWCITY	
	#	%	#	%	#	%
Total	948,107	100.0%	64,266	100.0%	2,053	100.0%
In married-couple families	557,008	58.7%	26,331	41.0%	411	20.0%
Male householder, no wife present	68,857	7.3%	4,683	7.3%	109	5.3%
Female householder, no husband present	322,242	34.0%	33,252	51.7%	1,532	74.6%

Source: ACS 2014 5-Year Estimate, Table B09002

Between 2000 and 2014, the population of those aged 18 years or younger in the city declined by roughly 40%, compared to an overall population decline of 24%. The decline in the youth population was even more pronounced in the NEWCITY area where it fell by nearly two-thirds (63.5%) (Table 1-4). The share of the NEWCITY population ages to 0 to 18 decreased from one in three (33.7%) to one in five (20.3%).

An analysis of data from the Data Center shows that the loss of children has been most pronounced in formerly low-to mid-income communities in the historic urban core that have experienced rapidly rising rents and land prices (Plyer, 2011). Tremé, which forms a significant portion of the study area, experienced the most significant loss of children of any neighborhood in New Orleans between 2000 and 2010, losing 2,293 (76%) of the 0-18 population. Whereas the 0-18 population represented over 34% of the population in 2000, it now comprises merely 18% of all residents. Both neighborhoods featuring housing developments saw dramatic declines. For example, Iberville development lost 927 (69%) of its youth population over the same time period. For a complete breakdown of NEWCITY population by age cohort, see Appendix 1-1.

**Table 1-4: Youth as a Percentage of the Population and Change over time, 2000-2014**

	Youth Population		Share of Total Population		Change 2000-2014	
	2000	2014	2000	2014	#	%
Louisiana	1,219,799	1,115,611	27.3%	24.2%	-104,188	-8.5%
Orleans Parish	129,408	76,605	26.7%	20.8%	-52,803	-40.8%
NEWCITY	7,386	2,566	33.7%	20.3%	-4,820	-65.3%

Source: 2000 Census, Table SF-1; ACS 2014 5-Year Estimate, Table B01001

Nearly 50% of enrolled students in the study area are in grades 7-12, while less than 40% are in grades K-6 (Table 1-5). As compared to the parish or state as a whole, the NEWCITY area has a lower percentage of children in grades K-6 and a higher percentage in grades 9-12. This difference is important for gearing after-school programming toward the most represented age group in the area.

**Table 1-5: Children Enrolled in School (Five Year Data, 2010-2014)**

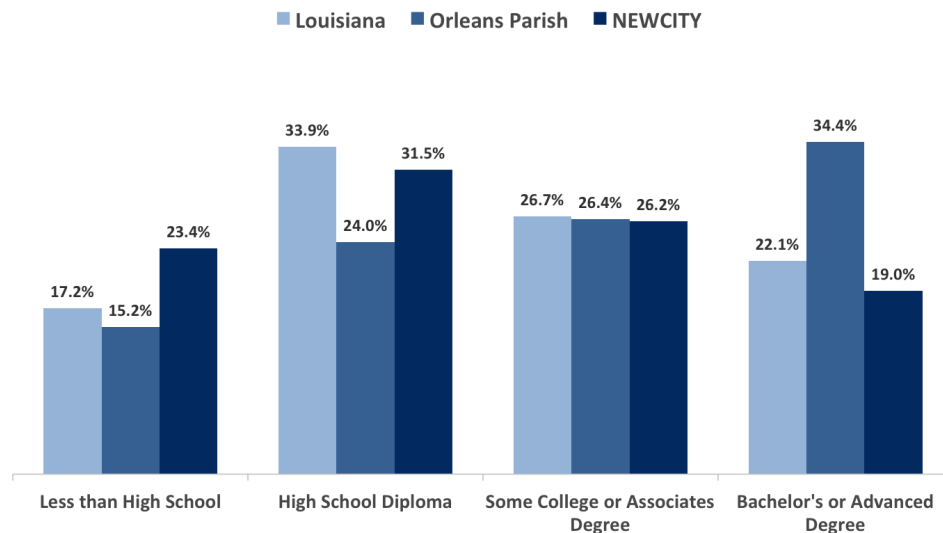
	Louisiana		Orleans Parish		NEWCITY	
	#	%	#	%	#	%
Total Enrolled in School (up to grade 12)	829,875	100.0%	55,790	100.0%	1,904	100.0%
Enrolled in nursery school, preschool	84,225	10.1%	6,461	11.6%	257	13.5%
Enrolled K-6	383,323	46.2%	25,508	45.7%	709	37.2%
Enrolled 7 & 8	127,205	15.3%	7,610	13.6%	278	14.6%
Enrolled 9-12	235,122	28.3%	16,211	29.1%	660	34.7%

Source: ACS 2014 5-Year Estimate, Table B14007

## EDUCATION LEVEL ATTAINED

With regards to education levels attained by residents, the study area is fairly similar to the state as a whole and much less so to Orleans Parish, which is the most educated parish in Louisiana. Almost one in four adults in the area (23.5%) have less than a high school education (Figure 1-2), and lower percentages of area adults have attended college or have a bachelor's or advanced degree than city or state-wide.

**Figure 1-2: Level of Highest Educational Attainment, All Adults, (Five Year Data, 2010-2014)**



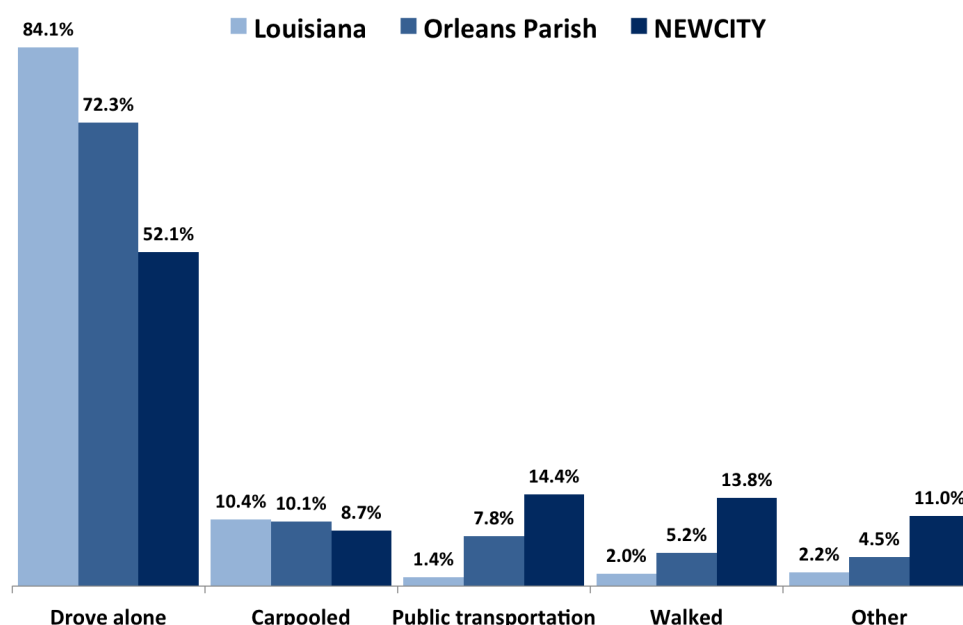
Source: American Community Survey, 2014 Five-Year Estimate, Table B14005

## TRANSPORTATION

Transportation options available to NEWCITY residents are limited. While not a direct indicator of youth needs, transportation options at the household level indicate the difficulties youth may face traveling to school, employment, or after-school activities located outside of the area. Households are more likely to not have access to a personal automobile in the study area (42%) than in the city as a whole (18%) or statewide (9%) (ACS, 2014).

Just over 50% of commuters in the NEWCITY area drive alone (Figure 1-3), a number that correlates with the number of households that have access to a vehicle. Nearly 40% of NEWCITY residents are likely to take public transportation, walk, or commute by other means, a share drastically higher than that of state (9%) and city commuters (18%).

**Figure 1-3: Commute Mode of Residents of the NEWCITY area (Five Year Data, 2010-2014)**



Source: American Community Survey, 2014 Five-Year Estimate, Table B08134

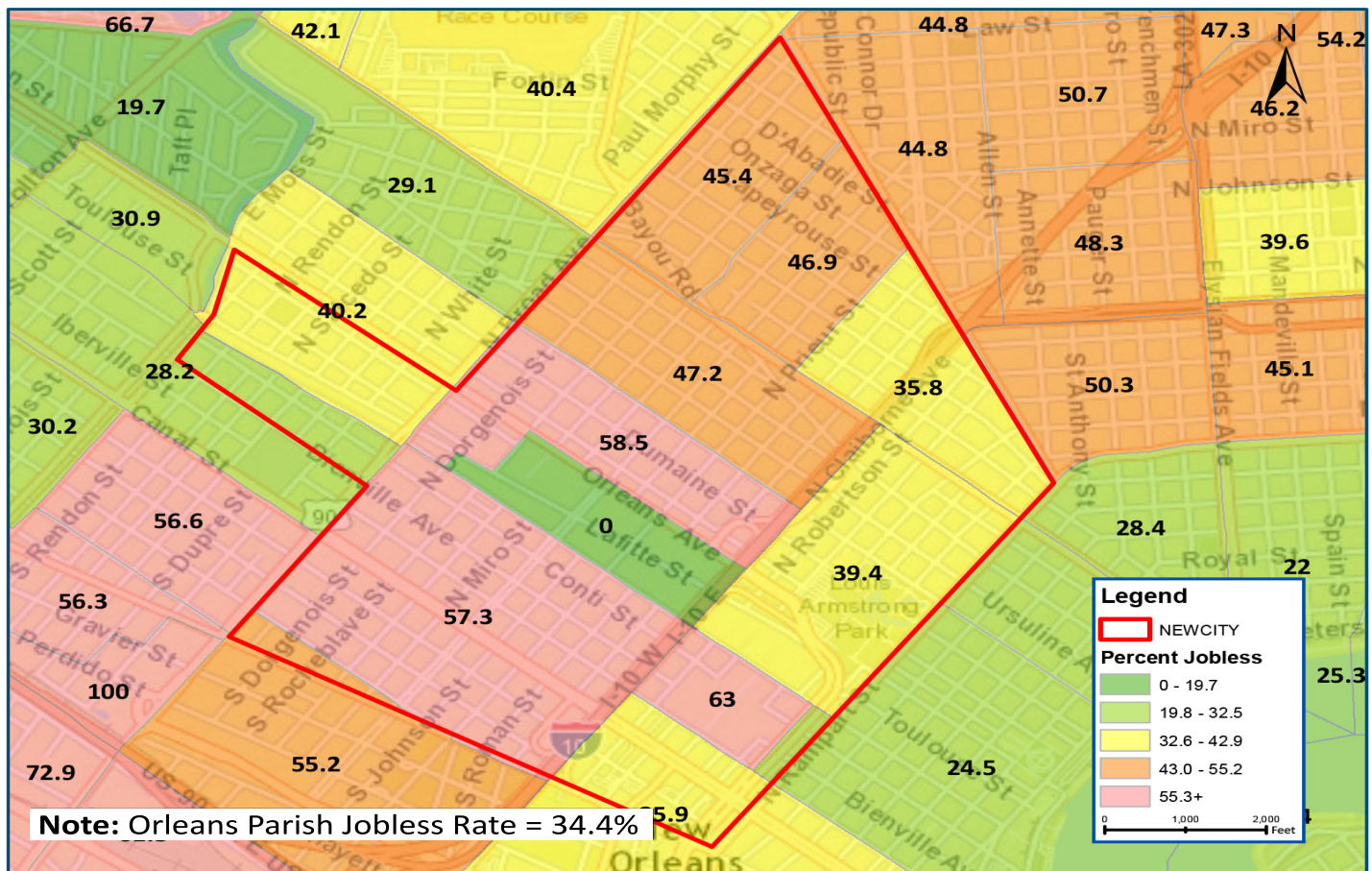
Transit service in both the region and study area has significantly declined in the post-Katrina era, increasing travel times for transit-dependent residents. According to Ride New Orleans, a transit advocacy organization, only 45% of the city's public transit routes and stops have been restored since Hurricane Katrina (RIDE, 2015). To make matters worse, the bus routes that have been restored are now less convenient due to a decrease in frequency. The share of bus stops where the wait time between buses is less than 30 minutes fell from 80% in 2005 to 43% in 2015 (RIDE, 2015). At-risk populations, which are the most dependent upon public transit for commutes to work or school, have the least access to it.

On the other hand, bike paths have increased across the city and in the study area, providing a low-cost transportation alternative to driving. Though biking may provide economic, health, and environmental benefits, it generally results in longer commute times than other modes of transport. Given the lack of car access and poor transit service in the area, NEWCITY residents are underserved despite being centrally located.

## THE NEWCITY WORKFORCE

The study area has a high rate of joblessness, and there is a mismatch between the workers who reside in the area and suitable job opportunities. Figure 1-4 shows that between 6% and 48.8% of the individuals aged 16 to 64 in each NEWCITY census block group did not work in the last 12 months. Despite a nearby medical complex featuring thousands of mid-skill positions, few area residents work in their own neighborhoods. There are 6,392 jobs in the NEWCITY area, yet only 194 residents work in these jobs (Figure 1-5). Over 6,000 individuals commute to jobs located in the NEWCITY footprint while approximately 4,000 area residents work outside of the area. The French Quarter represents the largest job magnet for NEWCITY workers, but two of the top five clusters are located in medical and retail centers outside Orleans Parish.

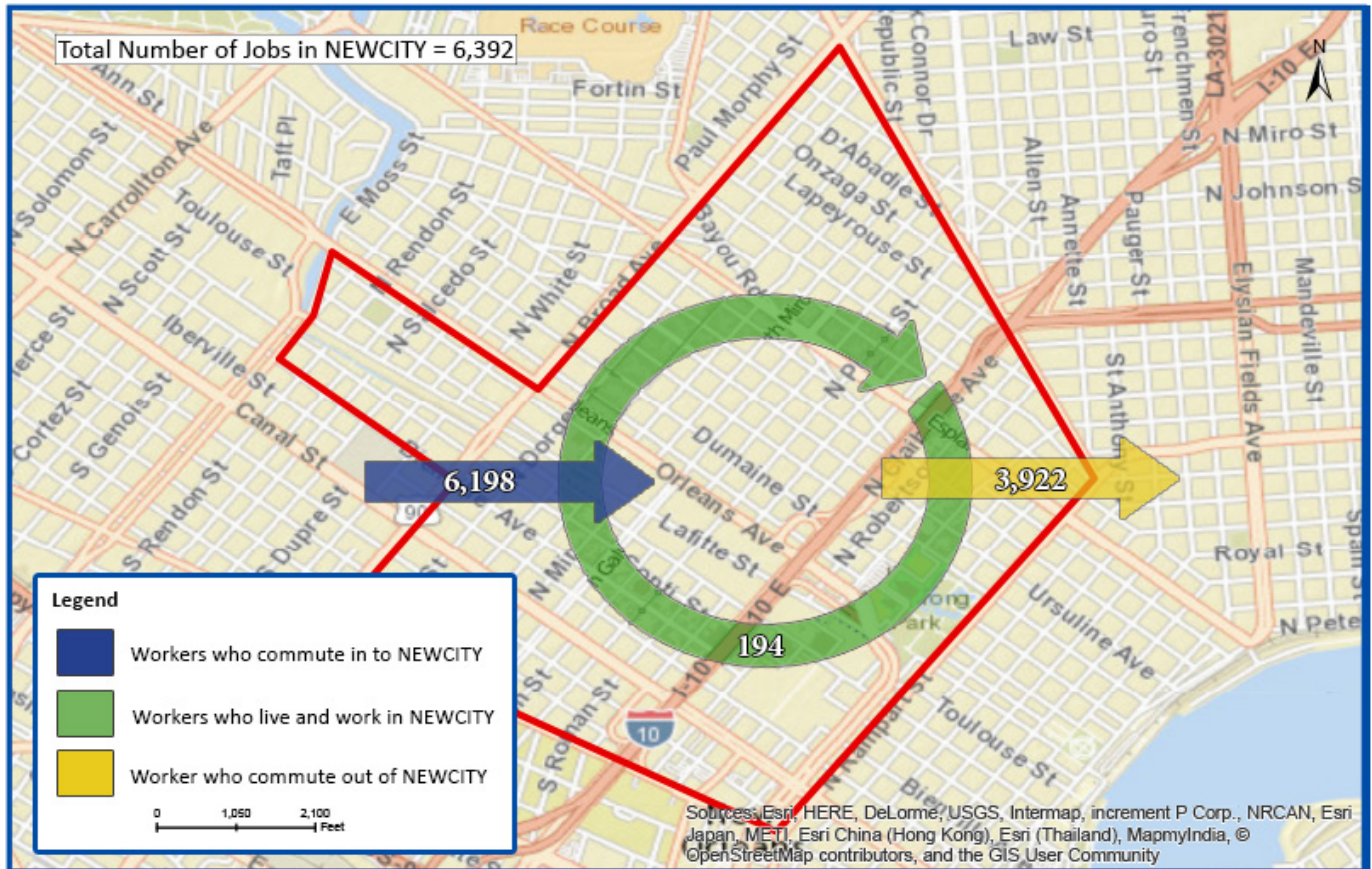
**Figure 1-4: Percentage of Jobless Individuals Aged 16-69 in the NEWCITY Area  
(Five Year Data, 2010-2014)**



Source: American Community Survey, 2014 Five-Year Estimate, Table B23001



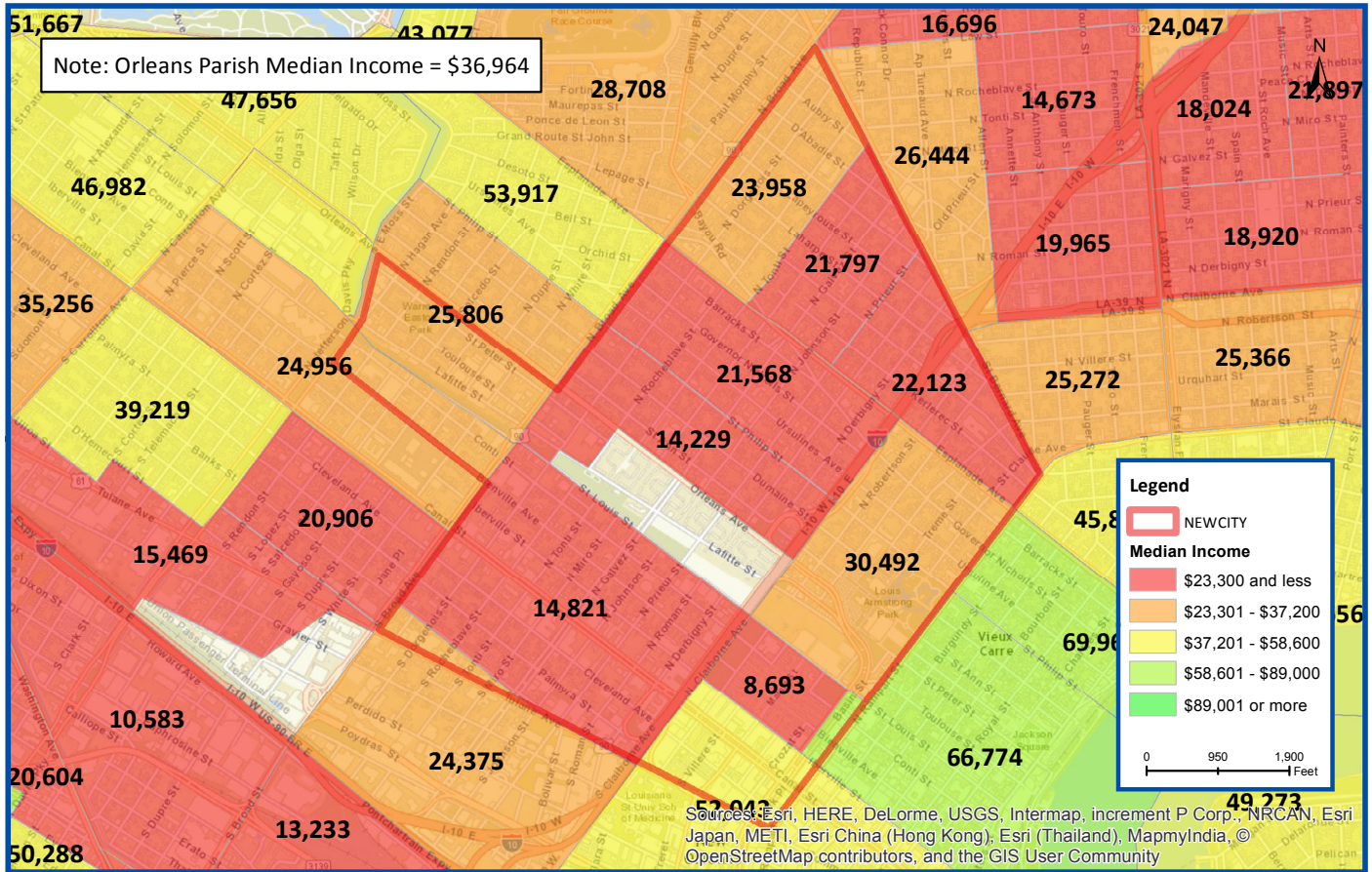
**Figure 1-5: Workers Commuting to and from Jobs in the NEWCITY Neighborhood, 2014**



Source: U.S. Census Bureau. On the Map data. 2014. <http://onthemap.ces.census.gov/>

An analysis of On The Map data shows that most NEWCITY residents hold jobs which pay less than a self-sufficiency wage (or wage level necessary to cover basic expenses in New Orleans, estimated at \$40,000 per year) (Glasmeier, 2016). Only 21.6% of workers who live in the study area earn this wage or higher, compared to 33.4% and 37.8% of New Orleans and Louisiana workers, respectively (On The Map, 2016). Even combined household incomes - which can include multiple earners - typically fall below the self-sufficiency level. Average household incomes in NEWCITY range from \$8,693 in the Iberville redevelopment area to \$30,492 in the south Treme. Earnings in every single census tract of the study area fall below the citywide average of \$36,964, which is already below state and national averages (Figure 1-6).

Figure 1-6 : Median Income in the Last 12 Months in the NEWCITY Area (Five Year Data, 2010-2014)\*



Source: American Community Survey, 2014 Five-Year Estimate, Table S1903

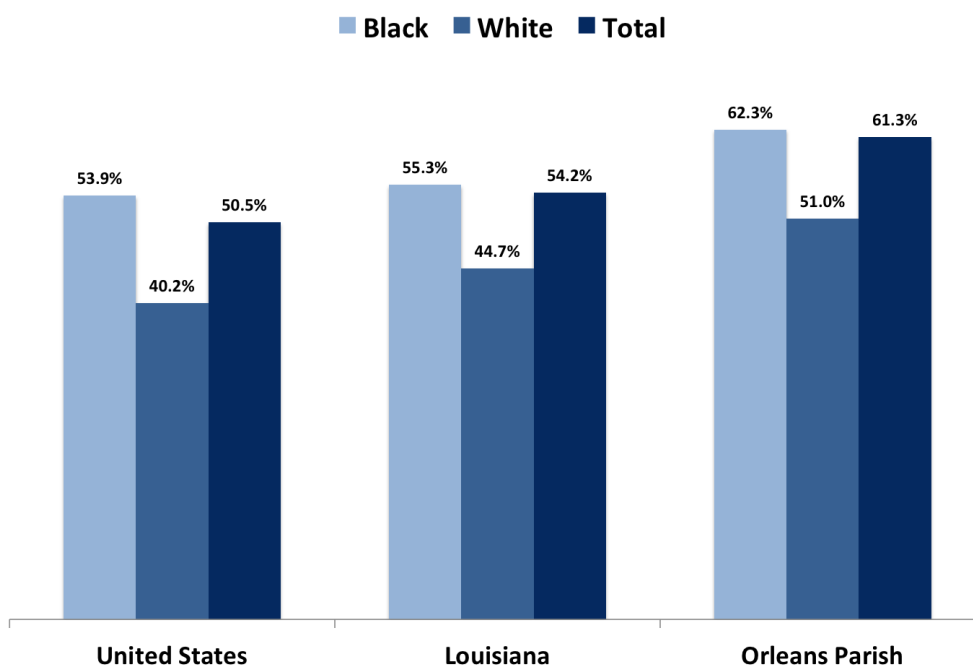
\* Blank spaces above represent Census tracts with too few samples to make an estimate.



## OPPORTUNITY YOUTH

Opportunity youth are defined as 16-24 year-olds who are disconnected from the educational system and workforce. Nationwide, opportunity youth are disproportionately male, belonging to minority and low-income families (Cowen, 2012). Orleans Parish has a higher unemployment rate among 16-24 year-olds than the state or nation (Figure 1-7). Among the fifty largest metropolitan areas in the nation, New Orleans has the third highest opportunity youth rate (Cowen, 2012). Nearly 20% of the 16-24 year-olds in New Orleans were considered opportunity youth in 2013 compared to just 13.8% in the nation as a whole. Applying the citywide rate to the NEWCITY neighborhood suggests that approximately 300 opportunity youth reside in the study area. Considering the lower graduation and employment rates for the area, the actual number is most likely higher.

**Figure 1-7: Percentage of 16 to 24 Year-Olds without Jobs, 2014**



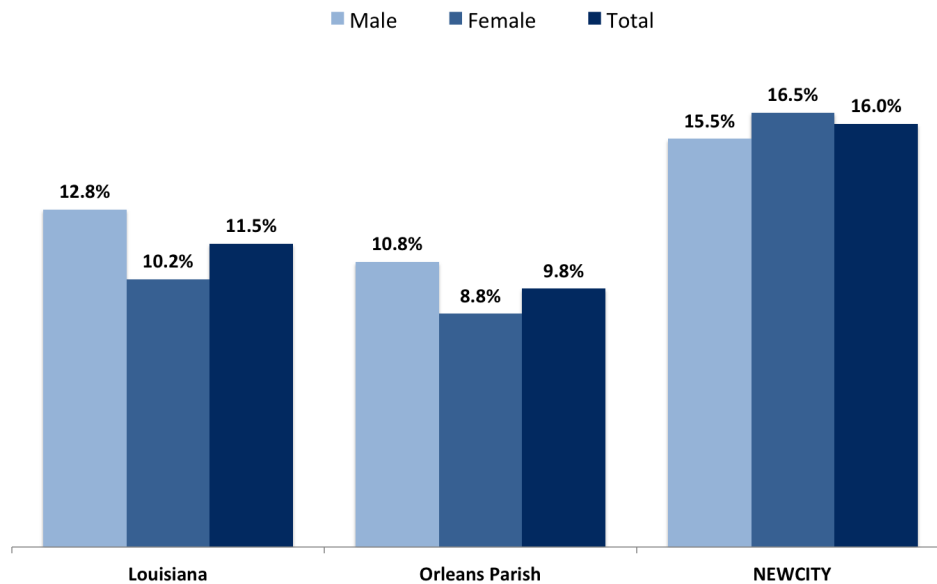
Source: American Community Survey, 2014 One-Year Estimate, Tables B23001, B23002A, B23002B

An estimated 16% of all NEWCITY youth aged 16-19 (the age group for which census data is available) are neither working nor enrolled in school (Figure 1-8), a far higher rate than for youth in Orleans Parish (9.8%) or the state of Louisiana (11.5%). The split is about even for males and females in the study area at 15.5% and 16.5%, respectively.

National studies show that opportunity youth tend to be at greater risk for crime and drug abuse (Sims, 2015). Due to lost wages, additional social program costs, and expenses associated with incarceration, each opportunity youth is estimated to cost his or her community nearly \$14,000 per year based on the formula set forth in the Cowen Opportunity Youth Data Guide. This equates to over \$4 million lost annually that is directly attributed to NEWCITY opportunity youth which could be reduced by targeted forms of workforce development (Ibid).



**Figure 1-8: Individuals Aged 16 to 19, Not Working or Enrolled in School, 2010-14**



Source: American Community Survey, 2014 Five-Year Estimate, Table B14005

## VIOLENT CRIME

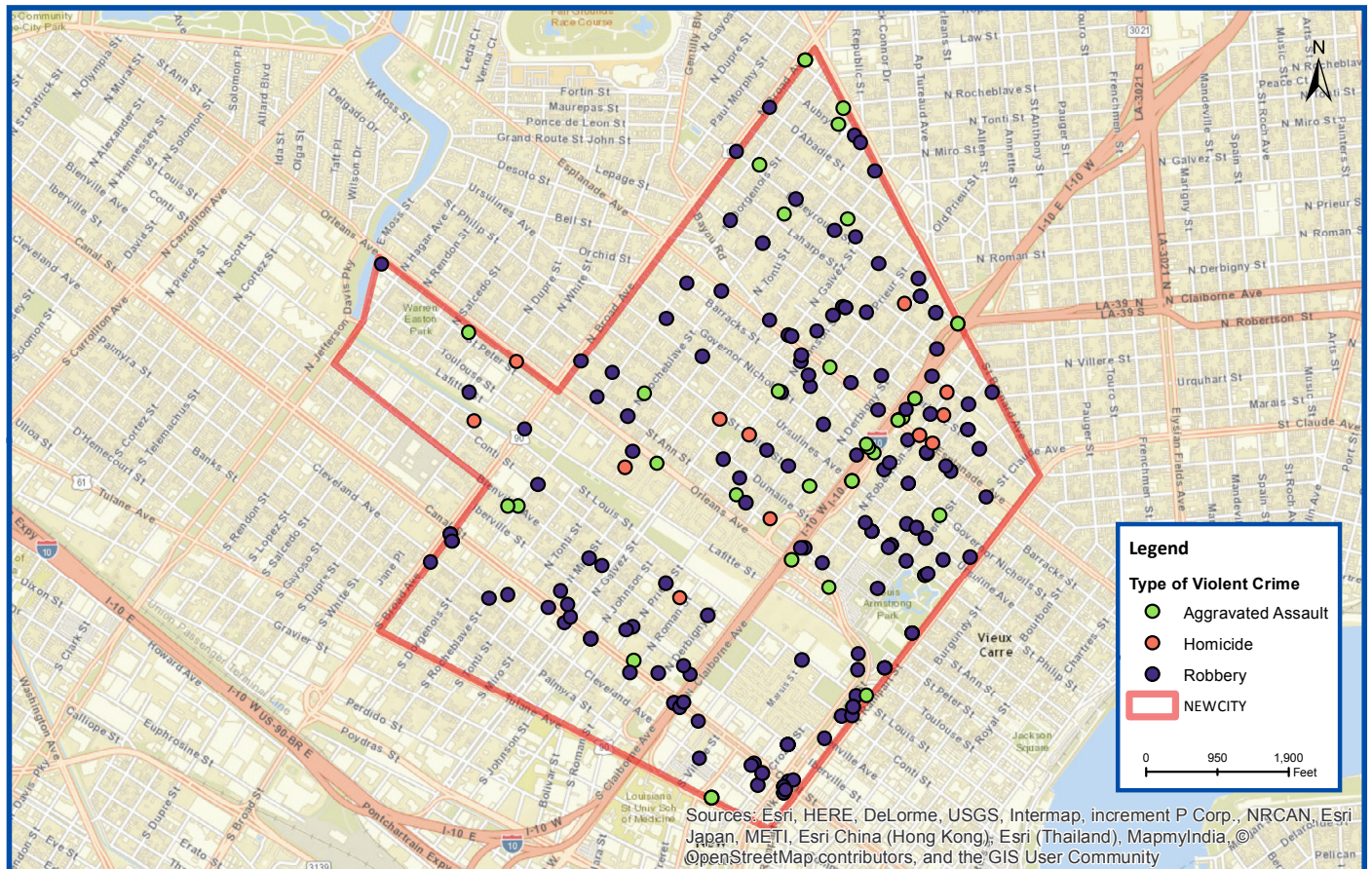
New Orleans struggles with high rates of crime, especially violent crime involving young people. Between 2010 and 2013, 42% of murder victims in New Orleans were younger than 25 years old and 9% were juveniles under the age of 18 (City of New Orleans, 2013). Some of the highest rates of criminal activity citywide occur in the NEWCITY neighborhoods. In 2014, the area experienced 172 violent crimes, with Treme/Lafitte having the highest rate (Table 1-6). The distribution of violent crimes committed in 2014 across the NEWCITY study area is depicted in Figure 1-9 (City of New Orleans, 2015).

**Table 1-6: NEWCITY Crime Rate in Comparison to Orleans Parish and National Crime Rates**

Neighborhood	Violent Crimes	Total Population	Crime Rate per 100,000 People		
			NEWCITY	Orleans Parish	United States
Seventh Ward	53	9,146	579.5		
Treme-Lafitte	85	4,737	1,794.4	530.0	365.5
Tulane-Gravier	34	3,286	1,034.7		

Sources: City of New Orleans, 2014 Calls for service; American Community Survey, 2014 5-Year Estimate, Table B01003; CBS Chicago (2015), FBI's Violent Crime Statistics for Every City in America

**Figure 1-9: Violent Crimes Committed in NEWCITY, 2014**



Source: City of New Orleans (2015). Crime Map, City of New Orleans. Retrieved from <http://www.nola.gov/nopd/crime-data/crime-maps/>



# Schools Education

## EDUCATION REFORM IN NEW ORLEANS

In the months immediately following Hurricane Katrina, the state of Louisiana's Board of Elementary and Secondary Education (BESE) changed the criteria under which an Orleans Parish public school would be defined as failing. Those schools that were given a failing grade fell under the control of the Recovery School District (RSD). The RSD became responsible for 107 of 128 Orleans Parish schools, greatly expanding its oversight (Cowen Institute, 2015). In the years since, the RSD, the Orleans Parish School Board (OPSB) and BESE have favored replacing closed schools with independently-run charter schools, making New Orleans the only city in the country served almost entirely by charter schools (Harris, 2016). Charter schools operate under performance contracts with one of the three above-mentioned governing authorities and have independence with regard to hiring, budgeting, and provision of services.

Another change to the New Orleans educational landscape has been the increased allowance for parental choice. Theoretically, families can now choose what school their children go to from any in the city, precipitating a decline in neighborhood schools. The expansion of school choice has increased the average student's commute distance and travel times. In the 2004-2005 school year, the average student traveled 1.9 miles, and in 2011-2012, the average was 3.4 miles (Harris, Larsen, & Zimmerman, 2013). With students now traveling farther, longer, and often catching buses in the dark, safety is an increased concern (American Federation of Teachers [AFT], 2015).

Traveling outside of the neighborhood can also create logistical hurdles for students and families. Students may find themselves precluded from participating in after-school activities if the school does not provide buses for those programs. Furthermore, charter schools each have their own calendars, causing a lack of consistency across schools. Siblings, if attending different schools, can have different days off and different parent-teacher conference days.

With these concerns in mind, this section summarizes the factors parents and guardians use to determine their rankings of schools and explains how the OneApp process, which matches students with schools, weighs parental choices and school priorities. The report then analyzes what schools youth in and around the NEWCITY area attend. It concludes with findings and recommendations for NEWCITY and its partners.

## SCHOOL PLACEMENT AND THE ONEAPP PROCESS

Since 2012, families have used the OneApp process to apply to schools for their children. Each school has a slightly different priority structure for selecting applicants but having a sibling already attending a school is consistently the primary factor in determining where students are placed. Ninety-seven percent of applicants who applied to a sibling's school in 2015 were matched with that school (EnrollNOLA, 2016).

Geographic priority is the next strongest factor. For the purposes of this process, the city is divided into six geographic zones. Most schools grant priority for half of their open seats to applicants living in the school's zone. Students that demonstrate preferences for attending schools in or near their neighborhoods have a high probability of being placed within their zones, with 93% of students that listed three or more choices in their geographic zone being placed inside their zone. However, while geographic proximity is often a consideration for families, over half of the applicants citywide listed a first choice that was located outside of their zone (EnrollNOLA, 2016). This suggests that many families prioritize other factors in addition to geographic proximity, including school performance scores (SPS) and extracurricular offerings.

## NEWCITY SCHOOLS

Of the eight schools operating in the NEWCITY area, six are public charter schools. Detailed profiles of the six public charter schools in the NEWCITY area can be found in Appendix 2-1. Also located in the area is Total Community Action's Magic St. Head Start and a private school run by St. Peter Claver Catholic Church.

For the 2014-2015 school year, five of the six charter schools within the NEWCITY area received an SPS grade of D (Table 2-1). Warren Easton High School, which earned an A, is the only exception. Likewise, all but Warren Easton scored below the state and city average SPS of 88.8 and 83.4, respectively. Two schools, Phillis Wheatley Community School and Success Preparatory Academy, saw their SPS decline over the period of the last three school years while McDonogh #42 Elementary Charter School saw the greatest score improvement.

**Table 2-1: Public Charter Schools in the NEWCITY Area, 2016**

School	Students	% of Students	Cumulative %	2014/15 Grade
Phillis Wheatley Community School	284	5.95%	5.95%	D
Success Preparatory Academy	202	4.23%	10.18%	D
McDonogh #42 Elementary Charter School	149	3.12%	13.30%	D
Joseph A. Craig Charter School	116	2.43%	15.73%	D
Warren Easton High School	110	2.30%	18.03%	A
Joseph S. Clark Preparatory High School	107	2.24%	20.27%	D

Source: EnrollNOLA Enrollment System, Date Extracted: March 22, 2016. New Orleans Parish Parents' Guide to Public Schools: Spring 2016 Edition

<sup>2</sup> Warren Easton High School is located just outside of the NEWCITY map's boundaries; however, it is an official NEWCITY partner, so it is referred to here as a NEWCITY school.



## STUDENTS LIVING IN THE “GREATER NEWCITY AREA

Though data specific to students in the study area was unavailable, zip code level school enrollment data from EnrollNOLA’s enrollment system show which public schools students living in and around the NEWCITY area attend. The NEWCITY area is situated around the confluence of and entirely within three zip codes (70112, 70116, and 70119) which, combined, are identified here as the Greater NEWCITY area. While data are limited to public schools participating in the OneApp process, that includes the vast majority of students in the area.

The 4,777 students living in the Greater NEWCITY area travel to over seventy different public schools across the city. Sixteen of those schools have more than 100 students from the Greater NEWCITY area enrolled, including the six charter schools located within the NEWCITY boundaries (Table 2-2). Half of all students from the Greater NEWCITY area attend these sixteen schools, leaving the other 50%, over 2,300 students, spread out among more than fifty schools. Twenty percent of students from the Greater NEWCITY area attend a NEWCITY school. The distances of each school from the NEWCITY area - as calculated from the center point of the area - are also included in Table 2-2.



Source: GIVENOLA Success Prep & KIPP Students

**Table 2-2: Schools with 100 or more Students from the Greater NEWCITY Area,  
Distance from the Center of NEWCITY, 2016**

School	Students	% of Students	Cumulative %	2014-15 Grade*	Miles from NEWCITY
<b>Located inside the NEWCITY Boundary</b>					
FirstLine Schools: Phillis Wheatley Community School	284	5.95%	5.95%	D	0.2
Success Preparatory Academy	202	4.23%	10.18%	D	0.4
FirstLine Schools: Joseph S. Clark Preparatory High School	107	2.24%	12.42%	D	0.5
Joseph A. Craig Charter School	116	2.43%	14.85%	D	0.5
McDonogh #42 Elementary Charter School	149	3.12%	17.97%	D	0.9
Warren Easton High School	110	2.30%	20.27%	A	1.0
<b>Located outside NEWCITY Boundary</b>					
ReNEW McDonogh #28 City Park Academy	139	2.91%	23.19%	D	1.0
KIPP McDonogh 15	145	3.04%	26.22%	C	1.0
Morris Jeff Community School	195	4.08%	30.31%	B	1.3
KIPP Leadership	127	2.66%	32.97%	D	1.6
Medard H. Nelson Charter School	113	2.37%	35.33%	F	1.8
FirstLine Schools: Langston Hughes Academy	164	3.44%	38.77%	D	2.0
Esperanza Charter School	247	5.17%	43.94%	C	2.2
Andrew H. Wilson Charter School	101	2.12%	46.06%	N	2.6
McDonogh #35 College Preparatory High School	112	2.35%	48.41%	C	2.6
Lafayette Academy Charter School	117	2.45%	50.86%	B	3.3

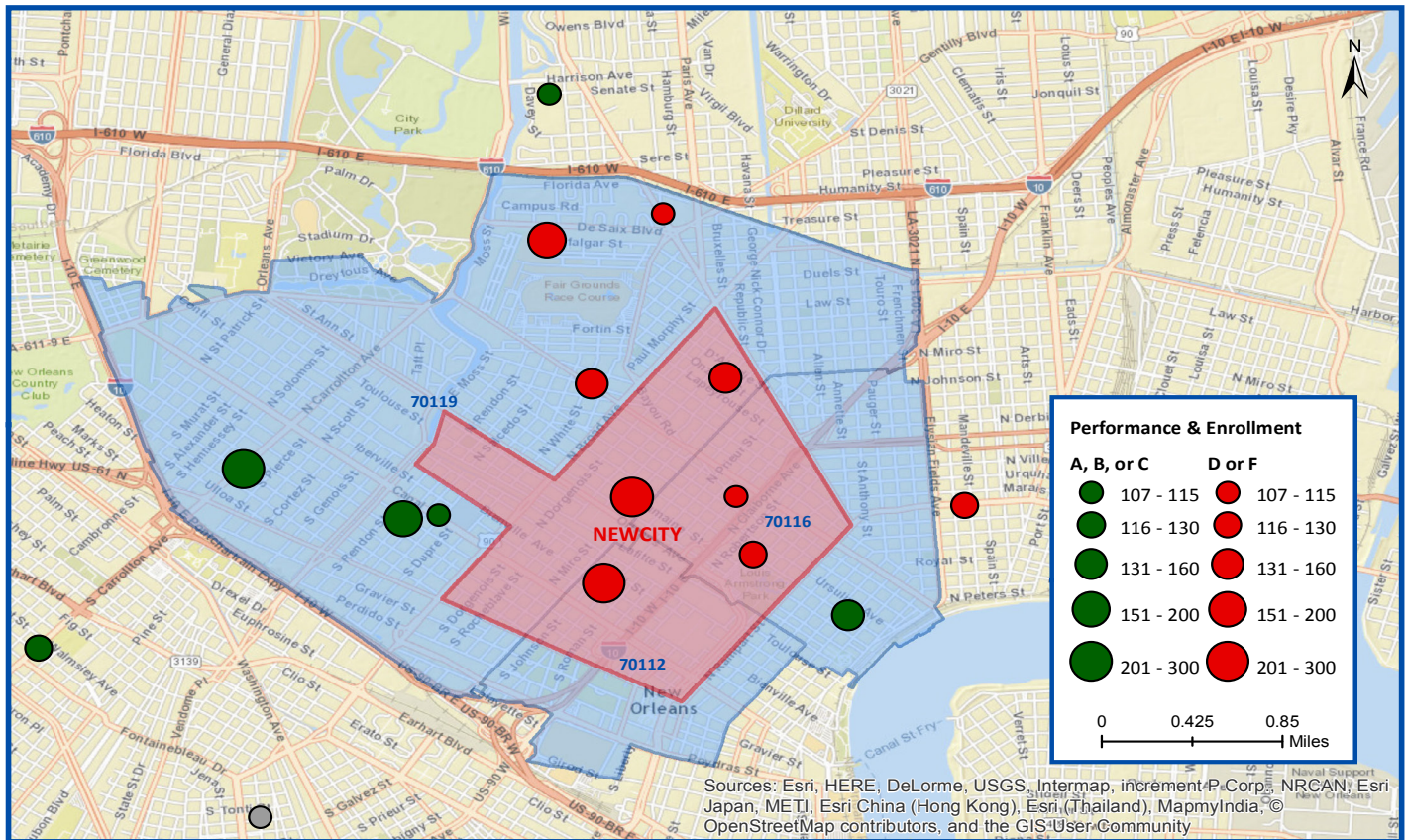
Source: EnrollNOLA Enrollment System, Date Extracted: March 22, 2016. New Orleans Parish Parents' Guide to Public Schools: Spring 2016 Edition.

\* Score of "N" means that no score was issued for a given school year.

Of the sixteen schools with more than 100 students from the Greater NEWCITY area, only six received an SPS grade of A, B, or C while nine received a D or F. Andrew H. Wilson Charter School did not receive a score for the 2014-2015 school year due to a new operator taking control. The school received an F for its last recorded performance score for the 2013-2014 school year. See Figure 2-1 for a map of these schools in relation to both the NEWCITY and Greater NEWCITY areas.



**Figure 2-1: Schools with Enrollment of 100 or more Students from the Greater NEWCITY Area, 2016**

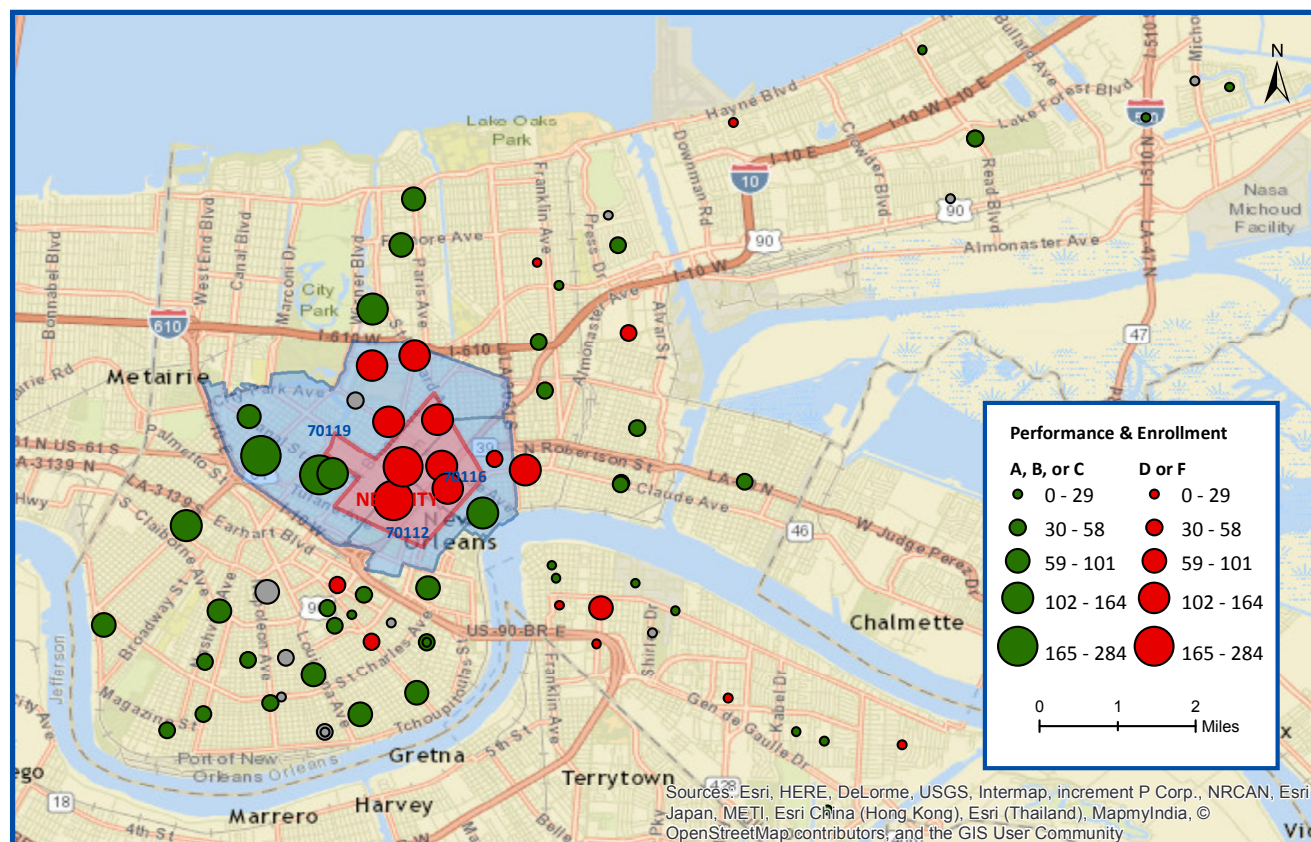


Source: EnrollNOLA Enrollment System, Date Extracted: March 22, 2016. New Orleans Parish Parents' Guide to Public Schools: Spring 2016 Edition.

Only 55% of all students living in the Greater NEWCITY area attend an A, B, or C school, while 38% attend a D or F school. The remaining 7% of students attend schools that did not receive a score from the state for the 2014-2015 school year. Twenty-one schools receiving a D or F had students from the Greater NEWCITY area, and nine of those schools had 100 or more students, with the locations of the D and F schools heavily concentrated in the neighborhoods around the NEWCITY area. By contrast, the A, B, and C schools that students from the Greater NEWCITY area attend are concentrated in more affluent neighborhoods. See Figure 2-2 for a map, and Appendix 2-1 for a list, of all schools attended by students living in the Greater NEWCITY area.

<sup>3</sup> It is important to note again that student enrollment data used here are for students living in the Greater NEWCITY area (shown in blue in Figures 2-1 and 2-2) does not align precisely with the borders of the Mid-City/Lakeview Geographic Zone. Students could, therefore, live just inside of a bordering zone, increasing their likelihood to be placed in a school there.

**Figure 2-2: Schools by Enrollment of Students Living in the Greater NEWCITY Area, 2016**



Source: EnrollNOLA Enrollment System, Date Extracted: March 22, 2016. New Orleans Parish Parents' Guide to Public Schools: Spring 2016 Edition.

Only four of the sixteen schools (25%) with 100 or more students from the Greater NEWCITY area are located outside of the Greater NEWCITY area, and none are far from the boundaries (Figure 2-1). However, nineteen of the thirty-two schools (59%) with 50 or more students living in the Greater NEWCITY area are located outside of the Greater NEWCITY area, including several in uptown neighborhoods, a few in Gentilly, and even one school on the West Bank (Figure 2-2).

## FINDINGS AND RECOMMENDATIONS

Geographic proximity factors highly both in parents' choices and in the OneApp process's priority structure. However, despite the fact that many students from the Greater NEWCITY area attend school relatively close to home, most attend schools outside of the area, with some attending very distant schools around the city. In most instances, these schools have A, B, or C SPS grades, but there are many examples of students traveling across the city to attend D or F schools. Though this may seem perplexing, many factors can influence a parent's school choice decisions. Besides academic performance and extracurricular offerings, other factors may include the school's relative proximity to a parent's place of work, personal recommendations, and the school's historical reputation (Harris & Larsen, 2015). Though the SPS system can be a valuable tool to track past trends in school performance, it is not a precise indicator of the quality of education delivered nor should it be considered determinative of future academic quality.



Moreover, performance scores and the OneApp process in general can be confusing and overwhelming for families. Parents must weigh the pros and the cons of dozens of schools, of which they may have very little first-hand experience. In particular, parents report lacking information on schools when their students are entering kindergarten and 9th grade (New Orleans Parents' Guide, 2015). NEWCITY partners can help parents navigate the school ranking process by providing resources and support, including access to computers for OneApp interactions. Helpful publications include the New Orleans Parents' Guide, which comes out annually and lists information, including the makeup of students, teachers and test scores, for each of the public schools from Pre-K through high school. Another helpful tool for parents is the Guide to Early Learning, produced by Agenda for Children and the Urban League, which focuses on Pre-K and elementary schools. Both resources help parents make choices based on what they consider most important for their children.

NEWCITY partners can also support families in their decision process by facilitating opportunities for parents to visit local schools or with school representatives. In addition to the school fairs hosted by the Sojourner Truth Neighborhood Center, NEWCITY partners should explore other means of encouraging interactions with local schools. Even though five of the six NEWCITY area schools recently received D performance scores, it would be a mistake for NEWCITY partners to ignore the degree to which these schools are assets to their neighborhoods. There are particular advantages that attending neighborhood schools provides for both students and parents. Parents benefit from the convenience and students spend less time commuting, freeing up time for extracurricular activities.

The schools in the NEWCITY neighborhoods all offer extensive extracurricular programs. These programs are included in the school profiles in Appendix 2-1. Unfortunately, since after-school programs are only available to students of those schools, and only approximately 20% of the Greater NEWCITY area youth attend one of the six NEWCITY schools, most area youth are unable to take advantage of the offerings at these schools. Furthermore, students at distant schools must often miss out on the after-school activities at their own schools because late transportation is not provided. NEWCITY partners should therefore encourage local schools to explore opening their after-school programs to non-students.

NEWCITY area residents and organizations would benefit from schools being more fully integrated into neighborhood activities. For example, schools could provide space during non school hours for public meetings and recreation. Though some NEWCITY schools welcome community use but charge a nominal usage fee, others are too concerned with student safety or the possible damage to property to allow such use.

Opening after-school programs to non-students and making space available to community groups are practices associated with the national Community School movement which promotes schools functioning similarly to community centers. The Community School model has had little success in New Orleans other than Andrew H. Wilson Charter School which, in its early

years, followed many of the model's practices. From its inception, Wilson had strong ties to the Broadmoor neighborhood and the Broadmoor Improvement Association (BIA). The BIA even helped fund the salary of a community liaison whose job entailed coordination between community groups, volunteers, parents, and the school. Even so, when the Wilson operating body lost its charter in 2014 because of multiple years with a failing SPS, a new charter operator with less interest in community outreach took over and those ties with the BIA are no longer as strong.

Charter schools are funded based on enrollment numbers and are not reimbursed for busing costs, so school administrators would generally welcome assistance in reaching out to prospective students, especially ones who live within walking distance. Because of the efforts required to improve test scores though, administrators may be hesitant to expend time or resources on neighborhood outreach. Therefore, NEWCITY partners should recognize that building strong relationships with local schools may take persistence and understand the challenges that school administrators face.



# Health & Well-being

A community's health encompasses not only residents' physical and mental well-being but also external factors that affect public health and safety. Residents of underserved neighborhoods have a greater exposure to stressors on the human body that can weaken the immune system and increase the onset of diseases and premature death. Nearly 44% of New Orleans' young people live below the poverty line, and youth are more likely to experience violence, particularly those in the 18-24 age range (Mack, 2015). This is compounded by the fact that many young people who experienced Hurricane Katrina are still struggling with post-traumatic stress disorder (Rhodes, 2010). New Orleans has a lack of adequate resources needed to combat the multitude of health concerns that youth confront daily (New Orleans Playbook, 2013). In 2015, there was a \$15 million cut at LSU Interim Hospital for inpatient mental health and substance abuse services. Due to an overburdened state health care system, parents and youth must search for help from community health programs.

This section focuses on a few health indicators including the amount of lead in New Orleans and its effects on youth, a review of citywide community-based youth programs, and an assessment of NEWCITY area park and recreation spaces. It concludes with recommendations for addressing each of the three issues.

## THE EFFECTS OF LEAD TOXICITY IN YOUTH

The NEWCITY area, like much of New Orleans, has high levels of lead in both soil and buildings. Lead affects children ages 0-6 more drastically than adults as their brains are still developing (Roper, 1991). Children with elevated levels of lead in their blood may experience cognitive learning disabilities that can lead to more severe issues, such as a decrease in IQ or the development of behavioral issues that may lead to crime (Copeland, 2012). A study of teenagers in New Orleans found "an increased risk of dropping out of high school, increased reaction times and slower finger tapping, reading disabilities, lower class standing, increased absenteeism, lower vocabulary and grammatical-reasoning scores" as well as an increase in "juvenile delinquency" (Copeland, 2012). No cure exists for lead poisoning and the damages are irreversible (Webster, 2016).

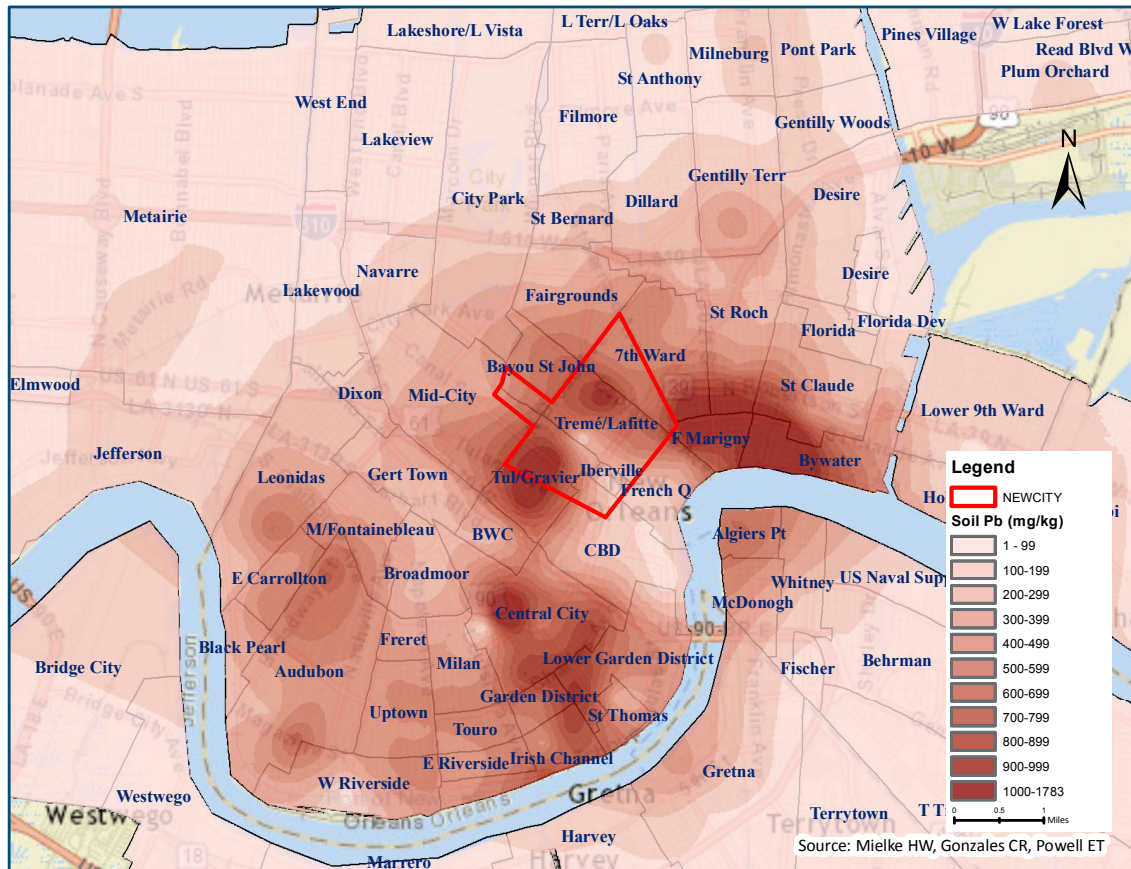
The Environmental Protection Agency considers a soil lead level of 400 micrograms safe where children play outdoors (Environmental Protection Agency, 2001). In 2010, lead levels in the city ranged between 7.72 micrograms and 8,880 micrograms. (Abel et al., 2010). Within the NEWCITY study area, lead levels were found to be at a heightened average of approximately 1,000-1,783 micrograms (Mielke, 2001). Figure 3-1 shows lead deposits in 2001; however, experts believe that lead distribution remains the same (Mielke, personal communication, March 3, 2016).

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<sup>4</sup> Seventy-three percent of youth in Louisiana's juvenile jails have a diagnosed mental illness and more than 50% of system-involved youth have an educational disability (LCCR).



**Figure 3-1: Lead Deposits in the New Orleans Metro Area, 2001**



Older urban neighborhoods have higher lead concentrations than newer or more rural ones as much of the lead deposits are the result of “legacy lead” from leaded gasoline emissions. Leaded gasoline was not fully banned in the United States until 1996 (Environmental Protection Agency, 1996). Lead also enters the environment through lead-based paints, banned in 1978 (United States Consumer Product Safety Commission, 1997). Residents of cities with an older housing stock are at greater risks for lead exposure. In the NEWCITY neighborhoods, approximately 6,581 (74.8%) housing units were built before 1960, and another 896 (10.2%) were built between 1960 and 1979 (American Community Survey, 2014).

Lead paint poses risks for children in these homes as they are more likely to put contaminated paint chips or dust in their mouth. The renovation of homes with lead paint also poses a risk due to paint entering the surrounding environment. In post-Katrina New Orleans, it is believed that any increase in soil lead levels has been caused by the sanding of lead paint. The New Orleans City Council outlawed dry sanding, but lead levels have continued to increase, indicating that this ordinance has not been adequately enforced (Copeland, 2012).



Lead can also enter a child's bloodstream through drinking water, as the actual metal content in many cities' pipes is unknown (Gross, 2016). Cities built between the late 1900's and the 1940's have the highest risk of containing lead soldered pipes (Gross, 2016), and the majority of homes in the NEWCITY area were built in this time-period. New Orleans' drinking water is tested for lead and meets the EPA's standard for safe levels; however, in a sample of 154 buildings tested by the LSU School of Public Health, only one had no signs of lead (Langenhennig, 2016).

## **RECOMMENDATIONS FOR REDUCING LEAD EXPOSURE**

Most, if not all, children in New Orleans and the NEWCITY neighborhoods are at risk for toxic lead exposure with high lead potential in soils, historic buildings, and the uncertainty of lead risk in water pipes. The US Center for Disease Control and Prevention cites a level of 5 micrograms per deciliter as a blood lead level for concern, a level that has continuously decreased over several decades (Center for Disease Control, 2012). Testing blood levels is the only way to determine a child's full lead exposure. The governor of Maryland recently proposed testing all children in the state aged 1-2 years old, regardless of their socio-economic status (Maryland Department of Mental Health and Hygiene, 2015). NEWCITY partners should similarly call for a citywide testing of all children for lead exposure.

The most effective way to reduce lead risk is to remove contaminated sources in the environment. Lead paint can be removed from a building and contaminated soils in playgrounds can be removed or capped with uncontaminated topsoil; however, these methods can be costly. The non-profit NOLA Unleaded facilitates testing playgrounds for lead and capping contaminated soil with new topsoil. NEWCITY partners and the City of New Orleans should take steps to test the soils of all playgrounds. In 2011, thirteen playgrounds citywide were tested and eleven had toxic lead levels. All eleven of the playgrounds were temporarily closed and remediated by the city (Sarah Hess, 2016). Three of those eleven - Treme Center, Lemann II, and Hunter's Field - are in the study area (Times Picayune Staff, 2011).

The US Department of Housing and Urban Development funds lead removal through grants to states and cities, but New Orleans does not currently receive these grants (US Department of Housing and Urban Development, 2016). The City of Baltimore offers funding to de-lead homes through the Lead Hazard Reduction Program (Housing Authority of Baltimore City, 2016). In January 2015, the state of Maryland passed the Lead Risk Reduction in Housing Act that requires that all rental property owners register their units with the state and have them tested for lead paint and residue (Maryland Department of the Environment, 2015).

Over the last several decades, Baltimore has seen a decrease in blood lead levels in children (Apperson, 2015). Much of this decrease is credited to removing children from lead risks, such as relocating families who live in homes or buildings that test high for lead, as opposed to working to remove lead risks altogether (Apperson, 2015). While the city and state have made strides to reduce lead risk and have lowered overall blood lead levels, both still rank high in the nation for lead risk. This highlights the lengthy and costly process of reducing lead risk (Drum, 2016).

Lead risk in New Orleans and the NEWCITY neighborhoods is an environmental justice issue as low-income families are oftentimes at greater risk for lead exposure since they are more likely to lack the resources to remove lead from their environment or relocate to lower risk neighborhoods. NEWCITY partners should advocate for lead reduction policies and programs in New Orleans similar to those in Baltimore and Maryland.



Source: This Old House Exterior Paint Sanding

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<sup>5</sup> Several other causes of lead exposure may exist in New Orleans and more studies are needed. Additional lead hazards can exist in common household items made from plastics (Centers of Disease Control, 2013), and can even exist in Mardi Gras beads as lead content in plastic materials is not monitored or banned. (Gearhart et al., 2013)

## YOUTH PROGRAM OVERVIEW

This section analyzes community youth programs and violence prevention services available to NEWCITY youth and is accompanied by an overview of effective youth programming strategies. These range from comprehensive after-school programs, night basketball leagues, and support groups to job and skills training. It is worth noting that while there is clearly a need for increased youth programs in the city to address the proliferation of violence, this report does not seek to delve into the systemic issues that create a high crime rate environment.

The following rubric, adapted from the federal government's youth.gov website, was used to determine the effectiveness of youth-related programs in New Orleans, two of which are highlighted in the following section.

Physical and Psychological Safety	Students/youth should feel agency in their programs. This entails integrating youth voice into program rules and activities. The staff and/or volunteers should be trained to handle conflict, prevent bullying and promote respect through team building. Moreover, the participants should feel safe within their environment. This may mean locked doors or a fenced recreational area.
Appropriate Structure	There should be enough staff and/or volunteers to ensure an appropriate ratio of participants to staff. This ratio allows staff to build individual relationships with the participants, which may cater conflict resolution and curriculum to the individual. Participants should feel welcome and respected in their program.
Supportive Relationships	Staff should provide opportunities for youth to share their interests. Staff should know the participants well enough to recognize symptoms of withdrawal or other unusual behavior. Training staff to effectively engage youth should be priority..
Opportunities to Belong	Small group activities allow engagement and expression for youth. Program curriculum or activities should encourage interaction among participants, ensuring all youth feel included through structured team building.
Positive Social Norms	Program activities should promote tolerance of diversity and all cultures.
Opportunities to Make a Difference	Programs should encourage mentorship where youth may receive help setting goals, exploring career opportunities and/or higher education.
Opportunities for Skill Development	Program activities should encourage exploring, learning and applying new skills. Youth should feel challenged in their program activities.
Integration of Family, School, and Community Efforts	In order for a program to truly be holistic in nature, it must incorporate the other aspects of youth's life. Parents/guardians, teachers and staff should be engaged through family activities, newsletters and meetings. Collaboration, while sometimes unfeasible, should be encouraged.

In addition to the above, youth programs should provide participants with transportation, both from their schools and home after, in order to address the lack of neighborhood schools and the large percentage of students who commute long distances. Programs should also be free, or extremely subsidized, and provide meals.

## CASE STUDIES

A review of two exemplary models of youth programs that exist in New Orleans offer models for the formation of future youth programs in the NEWCITY area. While the Roots of Music requires admission, APEX has an open-door policy.

### The Roots of Music

The first model is The Roots of Music, a non-profit after-school and summer program that seeks to “fill a void in music education in New Orleans schools” (therootsofmusic, 2016). The program serves 130 low-income students between the ages of 9 and 14 from thirty different schools in the New Orleans area. The school year program runs from 3-7pm five days a week at the former location of McDonogh 35 Preparatory Academy, located within the NEWCITY boundary in the 7th Ward. The Roots of Music provides free education, meals, uniforms, instruments and transportation for all participants, who form a collective marching band that has marched in Mardi Gras parades since 2009. The program serves participants holistically by addressing not only musical education but also by providing tutoring and homework assistance and ending each day with a hot meal.

The Roots of Music was founded by New Orleans musician Derrick Tabb, who recognized that without community help, many students would not receive musical instruction, considered instrumental to New Orleans culture. In addition, the program seeks to provide a structured after-school activity and to bring students together from across the city. One reason for the program’s success is the free transportation provided, which overcomes a significant barrier that prevents many students from attending after-school and/or summer programs.

While an exemplary model for an effective youth program, it is important to note that the Roots of Music has received heavy accolades and has been recognized nationally. The organization receives funding from many sources, including foundation and corporate grants, and may therefore be in a better financial position to operate at its full potential than smaller-scaled youth programs.



Source: Stubhub The Roots of Music Marching Band Jackson Square/Practicing



## APEX Youth Center

APEX Youth Center, located in the Central City neighborhood on Simon Bolivar Avenue, serves youth ranging from 5 to 25 years of age throughout the day, after-school and in the summer. APEX sees nearly 60 youth throughout the day during the school year and 80 youth in the summer. The majority of the attendees live near the Center and walk to APEX as the Center does not provide transportation.

In its six years of operation, APEX has created a flagship youth and arts center that offers a range of programs and services. The facility's 6,200 square feet of indoor space contain a computer room, kitchen, library, a recording studio, and an indoor recreational space. APEX has an open-door policy and offers programs catered to different ages. These include Behavioral Relationship Pods (where youth learn pro-social behaviors in context), job training, a sit-down supper every night, family support, family day every Saturday, yoga, pool, and art lessons (including music, dance, acting, film and more). This empowers the participants to choose the activities that best serve their interests and needs. Services provided in the evenings are specifically targeted to youth between the ages of 15 and 25 and include mentorship, computer access, homework help, and indoor/outdoor recreational and team sports.

APEX has a “come as you are” policy. If a youth brings a gun into the center, volunteers will wipe it clean and turn it over to the NOPD. To create a safe space for youth, APEX does not allow backpacks inside its facilities and tries to break the cycle of incarceration by handling fights and other problems internally rather than utilizing law enforcement. Because of its unique, open-structure nature, APEX relies heavily on volunteers, with at least ten volunteers on site each night.



Source: Sports Matters Apex Youth Center 3 on 3 Basketball

**Table 3-1: Rubric for Effective Youth Programs, as Implemented by APEX Youth Center and ROOTS of Music**

	APEX Youth Center	ROOTS of Music
Physical and Psychological Safety	Apex sets simple ground rules with an open door, no bag policy that encourages a safe environment. The facility is fenced and monitored to only allow youths ages 12 to 20. Apex runs on at least 10 volunteers a night. All new volunteers are given a two hour orientation and encouraged to teach classes in their field.	Roots of Music is located in a high school building where there are between 10-20 volunteers and 8 staff members. The school itself is fenced. The staff members are trained musical teachers. Discipline is individualized and catered to each child.
Appropriate Structure	The average number of youth Apex serves each night is between 45-50. The youth-to-adult ratio is 2 volunteers per 10 youth. Each participant is greeted at the door upon arrival and signed in for the day or evening.	Roots of Music provides transportation to the students and sometimes provides door to door service if a situation is perceived as unsafe. The students are welcomed upon arrival and receive tutoring, musical instruction and dinner at the end of the evening. Volunteer numbers fluctuate but the ratio is about 1 volunteer for 8 students.
Supportive Relationships	Americorps VISTA (Volunteers In Service To America) member coordinates volunteers to engage youth participation in various activities or classes. Americorps members are highly trained in handling needs and understanding the nature of opportunity youth.	Roots of Music understands each student has different needs and may express him/herself accordingly. The staff sometimes meet the student as early as age nine and work with them until they graduate the program at age 14. Discipline and conflict resolution is carried out individually. The program does not use a generic model to handle conflict.
Opportunities to Belong	Volunteer led activities enable youth to engage based on interest in classes such as baking, dancing, and yoga. Nightly three-on-three, no foul basketball provides structured team building. A hot plate dinner is provided nightly where youth sit together and are encouraged to converse without distraction.	Students attend Roots of Music because they have an interest in learning a specific instrument. The program caters to the individual child's interests and provides instruction for the skill level and instrument. Together, the students form a cohesive Mardi Gras marching band that builds camaraderie.
Positive Social Norms	Simple practices like sit-down dinner and no foul basketball build life skills and aid in creating a respectful environment.	Learning a musical instrument promotes positive social norms. They are challenged to respect their fellow musicians and practice daily. Program provides a safe space for students who may otherwise be on the street to participate in their community and culture. Playing an instrument in New Orleans Parish is a highly respected activity. For many students the program is a gateway to their lifelong career.
Opportunities to Make a Difference	Apex relies on volunteers to engage youth in career opportunities. Youth develop soft skills through peer support. Older students are able to mentor younger teens. Apex uses summer programs to engage in service learning.	Roots of music is highly engaged in the community. They are often asked to march in events. The program accelerates musical ability which enables participation in intensive high school programs. These high school programs are nationally recognized and allow for major college scholarships.
Opportunities for Skill Development	Apex has an opportunity to expand in skill development. The program relies heavily on volunteers since funding is strained. Other organizations could partner with Apex and provide workforce and service learning opportunities.	Students learn an instrument through skilled instruction. The discipline needed may permeate other aspects of the student's life. Student also receives homework help and mentorship by volunteers and staff.
Integration of Family, School, and Community Efforts	Apex has been open for six years and is well known in the neighborhood and community as a resource. Apex opens the doors every Saturday for their Community Day and Cookout. The cookout feeds on average 100 families. During the summer Apex partners with NORDC for a summer camp from June 15th until July 24th for ages 5-12.	Roots of Music works with each school to obtain documentation of child's needs. Due to the lack of musical program funding, Roots of music is an important school partnership.

Source: Compiled by Authors



## COMMUNITY-BASED YOUTH PROGRAMMING

Accessible and effective after-school programs provide alternatives to behavior with the potential of leading to violence or crime. Criminal activities among youth most often occur after 3:00pm, when school is not in session (Taylor-Butts, 2008). Transportation barriers, lack of knowledge of available programs, and/or other obligations such as after-school employment are impediments to accessing programs. Finding youth programs that are relevant and interesting to middle and high school aged youth is an additional challenge.

There are more than 2,000 youth under 18 years-old in the NEWCITY area and only ten youth programs, including the two anchor youth centers. These centers, the Sojourner Truth Neighborhood Center (STNC) and the Treme Center, are tremendous assets to their neighborhoods but do not have sufficient resources, space, or funding to address the needs of all the area's children.

The Treme Center provides free breakfast and lunch in addition to having both after-school and summer programming. Classes range from swimming to dance and piano lessons, but only one class is free. The center has many amenities, including an arts and crafts room, indoor basketball courts, dance studio, fitness center, music room, play equipment, indoor pool, a stage, and an outdoor playground. It is close to a few schools and is highly used and integral to the neighborhood. The Center has an open-door policy but does not offer computers, tutoring, or mentorship, and structured activities are limited.

Appendix 3-1 identifies 40 youth programs in the New Orleans area, highlighting those that are located within the NEWCITY boundaries. Among those in the NEWCITY area, only a few have locations where youth can convene after-school or in the summer. Of those, Covenant House specifically serves homeless youth and does not provide services for youth or students who have a home. Liberty's Kitchen is an application-based program with limited spots, and Boystown operates on a needs-only basis. The other programs are only offered at limited times of the year or do not have their own brick and mortar locations.

The research team recommends that NEWCITY partners advocate for the creation of additional youth programming. While STNC and the Treme Center are valuable assets, more programming and resources are needed to ensure that more youth have access to activities, computers, and programs. Additional programs, or even a new youth center, should incorporate activities that fall into the rubric above, as well as free access, warm meals, and computers. The Nora Navra library branch, scheduled to open in early 2018, might provide an opportunity for the location of programs or a center. The plans for the building currently include a program space which, when not in use by the library, will be available for community and nonprofit groups. NEWCITY should also explore whether it would be feasible and desirable to be the lead community partner with the library on this project in a similar fashion to the Broadmoor Improvement Association's relationship with the Rosa Keller library branch.

In order to address transportation difficulties, NEWCITY collaborative should advocate for ample Regional Transit Authority (RTA) bus service after 3:00 pm when students leave school. Even better, the RTA could offer free or reduced bus passes to this age cohort, ensuring they have the accessibility needed to participate in after-school and summer programs. New Orleans Kids Partnership (NOKP), an organization that collaborates with youth programs citywide, is currently convening around this very issue. Their NOLA Go! Youth Smartcard initiative is currently in a pilot program to provide high school students a single card to access public transportation, public libraries, after-school programs and more. NOKP is also working with the RTA to increase bus routes to and from its partnering high schools. If this initiative is successful, high school students in the NEWCITY area could greatly benefit from increased transportation and streamlined access to activities after school and in the summer.

## **PARKS, PLAYGROUNDS, AND RECREATION**

The last part of this section examines the state of parks and playgrounds within the NEWCITY boundaries. Spending time outdoors may relieve impulsivity, irritability and inattentiveness, all symptoms that are precursors to violence (Spector, 2016). Parks encourage interaction among community members, which strengthens a sense of community and helps build stronger and safer neighborhoods (Ibid.). In addition to green space's contribution to the reduction of crime, it also helps mitigate excessive flooding from stormwater runoff, an important issue in New Orleans.

This study includes an analysis of levels of service in parks within the NEWCITY area for which the research team used a passive park assessment methodology established for the New Orleans Recreation Department Commission (NORDC). The assessments evaluate each park's sporting amenities (all-purpose field, playground equipment, etc.), structural amenities (fencing, facility lighting, etc.), and convenience amenities (restrooms, water fountains, etc.). They also include overall surroundings such as presence of graffiti and trash and whether the park is in compliance with the Americans with Disabilities Act. The complete methodology and all surveys with recommendations for improvement are in Appendix 3-2.

NEWCITY is served by three parks maintained by NORDC and two parks maintained by the Department of Parks and Parkways. The NORDC parks are Easton Playground, Hunter's Field, and the Lemann Playgrounds. Armstrong Park and the Carondelet and Canal Park are maintained by Parks and Parkways. The STNC is located within the boundaries of the Carondelet and Canal Park. Armstrong Park is not included in the overall park acreage of NEWCITY as it is often locked and has limited recreation space.

According to a commonly used park level of service standard, one acre of land per 1,000 residents should be dedicated for neighborhood parks (Planning Advisory Service, 1965). The population of the study area is 12,608 people, and therefore, according to the above standard, there should be 12.61 acres of parks. The acreage of the four parks in the NEWCITY area - Easton Playground, Hunter's Field, Lemann Playground and the Carondelet and Canal Park - totals 11.53 acres; a shortage of 1.08 acres of greenspace. Moreover, Hunter's Field is

primarily used as a cultural gathering and event space (on Super Sunday, during second lines, and for other events) and not used as an everyday recreation spot. This may be due to the noise and pollution generated from I-10. Removing Hunter's Field from the total of usable green space in the NEWCITY area reduces the total acreage to 9.49 acres with the shortage increasing to 3.12 acres. Although acreage is important, it is not the only determining factor in ensuring the appropriate level of park service. The National Recreation and Park Association's (NRPA's) approach stresses the importance of citizen input (Williams and Dyke, 1997).

## **PARKS RECOMMENDATIONS**

Due to a shortage of recreational green space, two courses of action are recommended. First, the city departments managing greenspaces should adopt the NRPA's approach to ensure all parks provide the appropriate level of service. Secondly, NEWCITY should work to increase the useable recreational greenspace to a minimum of 11 acres. This increase could come from the section of the Lafitte Greenway located between North Broad Street and North Claiborne Avenue. The Lafitte Greenway is located within a half mile of Easton Playground, Lemann Playground, the Treme Center, and the Carondelet and Canal Park which houses the STNC. Further development and increased awareness of this linear park could be an ideal link to connect all playgrounds most suitable for youth in the NEWCITY area. The relationship with NEWCITY partner Friends of the Lafitte Greenway should be further cultivated and lines of communication regarding proposed youth-centered development kept open. An initiative targeting youth that highlights the Greenway as a path to other greenspaces and encourages its use might be beneficial.

## **CONCLUSION**

This section provides recommendations and case studies to decrease lead risks and increase recreational and youth programming. Many of these recommendations overlap as increased recreational programs and parks could provide the gaps needed to increase educational after-school assistance.

Testing the blood levels of all children in New Orleans would help determine potential lead risks. While funding poses the greatest hurdle, NEWCITY can work with other allies and the New Orleans City Council to advocate both for HUD funded lead remediation programs and stricter renter protection policies that protect against lead contaminated housing.

NEWCITY has an opportunity to collaborate with other organizations or public entities to create additional youth programming or another center with more capacity and resources. The center could utilize the space in the Nora Navra library branch slated to open in 2018. Additionally, NEWCITY should collaborate with transit advocacy organizations to help youth utilize public transportation for a free or reduced rate. Lastly, NEWCITY needs more recreational space for its residents. Further development of a section of the Lafitte Greenway, between North Broad and North Claiborne, could be devoted to youth recreation.





# The new Orleans Seaflood Place



# Workforce Development



Most young people will begin their first job between the ages of 16 and 24 years old (The Data Center, 2015). This stage of youth development is critical to ensure a young person's economic stability, yet youth often face challenges transitioning from adolescence to adulthood. In New Orleans and cities across the country, many youth lack the skills and education needed to secure employment and meet current and future labor market demands (Mack, 2015).

Youth employment programs have historically proven to be inefficient, short-term solutions distributed through a fragmented federal funding system. Over the past two decades, an emphasis on a comprehensive approach to youth workforce initiatives has emerged as a public policy priority. The Workforce Innovation and Opportunity Act of 2014 (WIOA) is the first update to the public workforce system in over fifteen years and reevaluates how job seekers access employment resources. The youth provisions of the WIOA place a greater emphasis on serving out-of-school youth and raises the eligibility age for participation. Out-of-school youth who are not working are referred to as disconnected or opportunity youth.

The study area's close proximity to the development of the VA Hospital and UMC presents a unique opportunity for a sectoral approach to workforce development in health care. Relatively immune to economic downturns, hospitals act as anchors in many cities and have the potential to offer low- and semi-skilled workers quality jobs with upward mobility (Nelson and Wolf-Powers, 2010). With the third highest rate of opportunity youth in the nation, New Orleans' opportunity youth represent untapped potential for employers in need of workers. A health care pipeline that establishes a connection to entry-level employment with opportunity for advancement has the ability to improve outcomes for youth and strengthen the economic stability of the NEWCITY area. This section identifies workforce development programs that serve opportunity youth and youth at risk of disconnecting from school within the study area and provides recommendations to improve New Orleans' workforce development system based on national models of best practice.

## **YOUTH-CENTERED WORKFORCE DEVELOPMENT**

### **Youth Provisions in Federal Workforce Development Policy**

In 2014, President Obama signed into law the WIOA. The legislation replaced the Workforce Investment Act of 1998 (WIA) and represents the first upgrade to workforce development legislation in nearly two decades. Most importantly, the WIA established a national system for employment and training services along with the largest federal funding source for workforce development. The WIOA provisions seek to strengthen the connections between employment and training opportunities. Acknowledging the importance of serving youth, the WIOA mandates that 75% of both state and local allocated funds are dedicated to workforce investment services targeting out-of-school youth who face at least one barrier to employment. By raising the eligibility age from 16-21 to 16-24, the WIOA expands eligibility for out-of-school youth (Rossmeier, 2015).

To meet the need for qualified workers in local labor markets, the WIOA encourages the use of a careers pathways approach that targets high demand industries. Career pathways provide individuals with the structured sequence of education and training opportunities needed to attain a job and advance within a specific industry. Additionally, the WIOA encourages the private sector to lead workforce development initiatives and highlights the correlation between training investments and economic return. Workforce investment activities can satisfy the demand for a quality workforce and increase job retention. As a result, both public and private entities in New Orleans have established a variety of workforce development programs to coincide with the federal provision of the WIOA and meet the diverse needs of youth.

### Principles for Effectively Serving Opportunity Youth

Youth workforce development programs often target youth who are either vulnerable to disconnecting from the educational system or have already dropped out. These programs are imperative as they provide social services that address the barriers disconnected youth may face when navigating the labor market. The scope and intent of programs may vary but all should provide youth with competencies to prepare them for a successful future in the workforce. For the purpose of this report, the research team has focused on three types of programming.

1. **Job Readiness or “Work-First” Programs:** Help youth develop basic literacy and numeracy skills and soft skills for entry-level employment .
2. **Sectoral Strategies:** Prepare youth for high demand occupations with industry recognized credentials.
3. **Career Pathways:** Provide active programming for participants who wish to continue their education or obtain additional credentials.

Effective programs equip participants with the training and education needed to enter the workforce and incorporate the following elements:

**Engaging Youth:** To reach opportunity youth, strong referral relationships with criminal justice and foster care systems are essential. Programs need to also focus on retention by keeping youth engaged once recruited; programs provide a range of incentives to retain participants.

**Supportive Services:** Supportive services are most beneficial when extended past program completion and can include mentoring, counseling, transportation and child care services.

**Partnerships:** Partnerships among numerous agencies including community colleges, primary and secondary schools, workforce and economic development agencies, employers, and social service providers bridge the gap between available services and sustain a continuum of care for disconnected youth.

## Institutionalized Barriers to Workforce Development

Many opportunity youth, exposed to the criminal justice system at a young age face institutionalized barriers to employment that significantly limit the type and quality of jobs available. According to the Bureau of Justice, as many as one in three adults have a criminal history in the United States (The Sentencing Project, 2015). Individuals with a serious misdemeanor or felony face more barriers to employment in Louisiana than in any other state in the nation. Altogether, Louisiana has 389 mandatory restrictions to employment for individuals with a criminal record. With fifty-two restrictions, the health care industry has more barriers to employment than any other industry (Fredericksen, 2016). Although the prevalence of health care jobs in the NEWCITY area provides tremendous workforce opportunities for area youth, the high level of employment restrictions makes it nearly impossible for those with conviction records to find good paying employment.

In addition to criminal background checks, required drug testing can pose a challenge to workforce development training of opportunity youth. Advocating for drug testing practices that reform, rather than disadvantage participants is vital to engaging at-risk youth. Studies have shown that educating the workforce on drug testing protocol may be the best method to circumvent unemployment issues among opportunity youth (Skager, 2007).

## **JOB CORP - A JOB READINESS APPROACH**

Job readiness programs provide lessons in soft skills outside of the specific occupational skills of an industry, such as learning to prepare and print a resume, and navigating a job interview. Successful job readiness programs focus on the individual seeking employment and acknowledge that unemployment is often a byproduct of systemic poverty. As such, effective job readiness programs work to ensure the physical and mental health of an individual is intact before imparting essential job-seeking behaviors. Additionally, successful job readiness programs attempt to establish mentorship programs and career pathways for individuals seeking employment. These measures have been found to foster more long-term success than a singular occupational-skills approach, with one study finding that job readiness program participants are more likely to attain and sustain employment (U.S. Department of Labor, 2014).

New Orleans Job Corps is a U.S. Department of Labor job readiness training program open to NEWCITY youth. The WIOA subsidizes Job Corps entirely, providing free programming for participants. Job Corps helps opportunity youth earn a high school or equivalency diploma and provides career technical training. In addition to specific occupational skills training targeted to the carpentry, culinary arts, digital media, and biomedical professions, students are expected to complete precursory job readiness training. Students are educated in basic professional outreach skills, such as how to contact prospective employers through e-mail, and are paired with a job readiness coach. Additionally, students participating in the program have access to counseling services, basic medical and dental care, nutritional assistance, and career mentors. Students are also paid a living allowance to participate, receive uniform costs, and have access to post-program job relocation assistance and career counseling (New Orleans Job Corps Center, 2012). Some critique the program for a lack of adequate peer-centered opportunities and for parameters of participation that include a zero tolerance drug policy and strict attendance.

## SECTORAL STRATEGIES

### Career and Technical Education Programs

Career and Technical Education (CTE) programs train high school students for entry-level positions in high demand occupations. Through the use of industry-recognized curricula, CTE programs enable students to secure employment while meeting the needs of current and future employers. Located within the NEWCITY footprint, Joseph S. Clark Preparatory School provides CTE training through their NOLA Tech program. Students are given the option to pursue a career diploma in addition to a traditional academic diploma. The career diploma curriculum encompasses work-based learning through a combination of career and technical courses. NOLA Tech aims to teach youth occupational skills targeted to specific industries, such as allied health services and digital media.

CTE programs are open to all students in the school in which they are offered, and often target at-risk youth (National Center for School Engagement). CTE programs are often offered in partnership with community colleges and may be on-site at the high school or off-site at the community college. Research suggests that CTE programs motivate students and can even increase graduation rates (Treschan and Mehrota, 2014). Some criticize CTE programs as a type of educational tracking, but CTE programs do not preclude students from continuing their education after high school (Bidwell, 2014). Research has found that students that participate in CTE training are more likely to enroll in community college than their peers and just as likely to pursue a bachelor's degree (Dougherty, 2016).

The State of Louisiana has made CTE programs a focus with its Jump Start program. Introduced by the Louisiana Department of Education (LDE) in 2014, JumpStart takes a regional approach to career diploma pathways. Students earn industry-certified credentials through occupational skills training for middle-skilled jobs. Targeted training is dependent on the local economy; the occupational focus aligns with regionally high-growth sectors (Drellinger, 2014). The program represents the state's first attempt to coordinate the public educational system, workforce development, and economic development. Although JumpStart is in its initial stages, the program provides great potential to better prepare students to enter the workforce after graduation.

## Youth Occupational Skills Training

The Youth Occupational Skills Training (Y.O.S.T.) program is an industry-specific initiative established through a partnership between Delgado Community College, Ochsner Medical Center, and the Jefferson Parish Youth Workforce Investment Board Council. The program is funded through a WIA grant, and follows the WIOA guidelines to serve out-of-school youth. Participants must be low-income youth between the ages of 18 and 24 and face at least one barrier to employment. Eligible youth complete the program free of charge and receive stipends throughout the program for accomplishing specific goals set at the beginning of the training.

Y.O.S.T. partners with community organizations to recruit potential candidates for occupational training in a variety of industries. In past program cycles, participants have completed training for entry-level positions in the health care sector. The program's main mission is to reconnect disadvantaged youth with the workforce, yet training often results in low wages, entry-level position with little room for advancement. Furthermore, Y.O.S.T. does not assist participants in earning high school equivalency diplomas. This will have a substantial effect on out-of-school youth's ability to advance in the health care industry as most middle-skilled employment requires a high school or equivalency diploma. Opportunity youth often require basic skills remediation before occupational training can lead to long-term professional success.

## THE VERA INSTITUTE: A NATIONAL INITIATIVE GAINING MOMENTUM IN NEW ORLEANS

The Vera Institute's Youth Futures is a multi-state initiative providing comprehensive services to improve the success of youth age 14 and over who are at risk of or currently involved in the juvenile justice system. In partnership with the Youth Empowerment Project, an organization in New Orleans that helps underserved youth complete high school and engage in employment readiness programming, the Vera Institute has implemented the program in New Orleans to help 170 at-risk youth overcome delinquency while preparing them for the workforce. The program provides wraparound services and consists of seven key components, including individual case management, job readiness training, educational assistance, mentorship support, restorative justice efforts, violence reduction strategies, and post-program follow-up in the form of continued case management and mentorship check-ins. Because Youth Futures is funded through a grant for the US Department of Labor and the Vera Institute, a cap has been placed on the number of youth the program can assist.

All of these strategies provide targeted services to achieve specific outcomes for youth. Table 4-1 summarizes these programs and highlights specific concerns within each program. This is not a comprehensive survey of New Orleans programming rather examples of the different levels of workforce development program that already exists in the city.

**Table 4-1: Current Programs Serving NEWCITY Youth, Services Offered, and Concerns**

Programs	Goal	Services Offered	Concerns
JobCorps	Federally funded Job training program which targets carpentry, culinary arts, digital media and biomedical jobs	<ul style="list-style-type: none"> <li>• Courses to earn high school diploma or GED</li> <li>• Hard and soft skills</li> <li>• Emotional, and professional counseling</li> <li>• Mentoring</li> <li>• Stipend</li> <li>• Job placement assistance</li> <li>• Medical and dental care</li> </ul>	<ul style="list-style-type: none"> <li>• Disconnected from other career training organizations</li> <li>• Strict participation standards</li> </ul>
NOLA Tech	Career diploma targeted for careers in allied health services and digital media	<ul style="list-style-type: none"> <li>• Transportation assistance from school site to community college</li> <li>• Social/emotional support</li> <li>• Hard and soft skill training</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation barriers</li> </ul>
Vera Institute (YEP)	Career preparedness program focusing on at-risk youth	<ul style="list-style-type: none"> <li>• Case management</li> <li>• Job readiness training</li> <li>• Educational assistance</li> <li>• Mentoring</li> <li>• Restorative justice</li> <li>• Violence reduction strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Limit on number of youth the program can serve</li> </ul>
Y.O.S.T.	Medical assistant program which focuses on youth (18-24)	<ul style="list-style-type: none"> <li>• Career counseling</li> <li>• Tuition free</li> <li>• Tutoring and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of clear career pathways</li> <li>• Criminal background checks</li> <li>• Strict participation</li> <li>• Limited stipends</li> </ul>

Source: Compiled by Authors

## **BALTIMORE ALLIANCE FOR CAREERS IN HEALTH CARE (BACH): A NATIONAL MODEL CREATING CAREER PATHWAYS**

Although New Orleans has a variety of workforce development programs serving opportunity youth, programs lack distinct career pathways targeting the health care sector. The research team has identified a national model of best practices that maximize the effectiveness of youth workforce development programs in a low-income area with unique economic opportunities. The Baltimore Alliance for Careers in Health Care (BACH) partners with local schools and community organizations to provide employees with remedial education, workforce training, and career pathways. A health care pipeline offers solutions to meet workforce demands and establishes partnerships to bridge the gap in available services.



Founded in 2005, BACH is a nonprofit corporation working to increase qualified health care workers in Baltimore by collaborating with over 80 partners, including seven local hospitals, state and local workforce development agencies, health care providers, and educational institutions. This program reconnects opportunity youth to the workforce by collaborating with employers to ensure employees receive adequate training. Utilizing a career pathways model, participants are expected to master a certain skillset in order to progress through a clearly defined sequence of employment opportunities.

In an effort to increase job retention, BACH offers new employees career mapping services. BACH provides employees with a clear roadmap that outlines the educational and technical training needed to advance past entry-level positions. Career mapping and mentoring can be an invaluable tool for new employees and has been proven to be effective in Baltimore at achieving wage progression from a certified nurse assistant to a “nurse extender” (Baltimore Alliance for Careers in Healthcare, 2015c). These services also assist employers as they “build and retain talented and committed employees, while bolstering a workplace culture that supports professional development” (Head & Starr, 2010).

Educational attainment is often a barrier to beginning a career in the health care industry. BACH has developed two programs that address these barriers, the 1st Span Training Program and the Pre-allied Health Bridge Program. The 1st Span Training Program utilizes a work-based learning model, where training and assessment occur primarily on the job with minimal classroom time. Work-based learning programs allow the participant to obtain the necessary education without having to devote substantial time or money on traditional academic programs (2010). The Pre-allied Health Bridge Program is a remedial education program that trains job seekers in pre-college courses (Baltimore Alliance for Careers in Healthcare, 2015b). Offering remedial education programs both on and off site, is an important step to educate employees for advanced career opportunities while strengthening the career pathways model. BACH provides promising insight into developing work-based learning opportunities, as well as remedial on-site educational programs to provide future employees with the necessary education for career advancement.

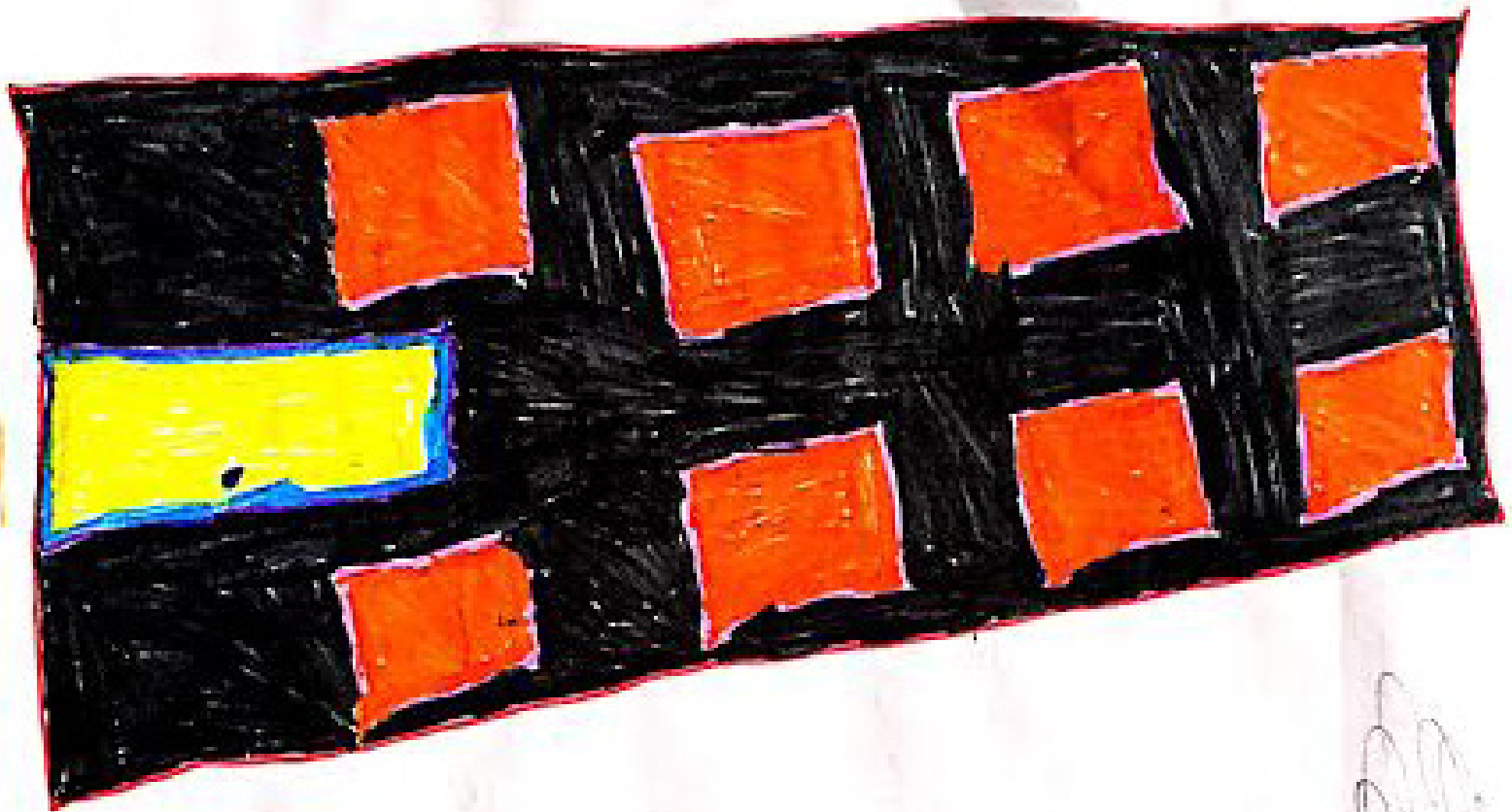
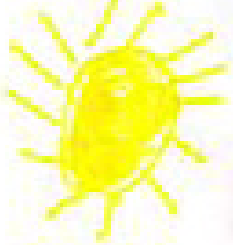
## RECOMMENDATIONS FOR LOCAL WORKFORCE DEVELOPMENT PROGRAMS

Though there are many workforce development initiatives in the city targeting opportunity youth, each type of program faces a distinct set of challenges.

**COMPREHENSIVE SERVICE STRATEGIES:** By implementing a training approach that focuses on hard and soft skills, BACH has facilitated a bridge between local opportunity youth and viable careers in health care. When job readiness programs are supplemented with industry-specific skill training, potential hires are more equipped for long-term professional success. Programs throughout New Orleans successfully target and serve opportunity youth, yet few programs provide comprehensive training specific to the health care sector. Y.O.S.T represents a promising health care training opportunity. The program shows great potential to expand its efforts if participants were also provided the resources to earn the necessary high school credentials needed to advance beyond entry-level positions.

**OUTREACH & FOSTERING SECTOR PARTNERSHIPS:** Promoting existing health care development programs is essential to establishing career pathways for prospective employees. It is important to not only focus on occupational training but to also establish strong mentorship connections. BACH achieved great success in implementing a workforce pipeline because the approach was initiated by large institutions with the financial capacity to make sense of the fragmented workforce development system. Although sector workforce pipelines require large sources of capital to function, career pathways are a realistic tool that can be used to capitalize on the programs that already exist. Connecting the resources provided by existing workforce development programs is the first step to establishing career pathways within the health care sector.

**LINKING EDUCATION & TECHNICAL TRAINING:** Many high school graduates lack exposure to a learning experience that adequately prepares them for success. An effective workforce system should strive to link education and job training opportunities. A collaborative strategy which connects primary and secondary schools, social services and workforce development agencies can help youth overcome the challenges of navigating the labor market. Additionally, work-based education programs paired with remedial educational programs give employees the flexibility and opportunity to gain the needed educational requirements to achieve career advancement. By creating and strengthening these institutional partnerships and implementing work-based educational programs, it is possible to create a productive workforce development environment that affords career opportunities to all residents of the NEWCITY area.



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# Survey

All too often, communities plan for youth without actually consulting them. The research team conducted a survey to hear the voice of NEWCITY youth and include them in the conversation. The survey was conducted over several afternoons at the Sojourner Truth Neighborhood Center (STNC) and the surrounding area. The survey question topics mirror the sections of this report: education, recreation, safety, and how children view their neighborhood. Most questions were open-ended to allow youth the ability to provide a meaningful answer using their own knowledge and feelings. The final section of the survey allowed for even more creativity by asking the children to draw their favorite part of their neighborhood. The survey instrument is in Appendix 5-1. Children who could read completed the survey themselves, with administrators nearby to answer questions, and children who could not read were given the survey in an interview format while survey administrators recorded their answers. The survey took 10-20 minutes to complete and participants received candy as a reward upon completion of the survey. The study team categorized open-ended responses into groups and entered coded data into an Excel database.

In total, 34 children ages 6-16, mostly from the Treme/Lafitte neighborhood, were interviewed. Results were limited because the survey was only administered at STNC and in the nearby neighborhood. Schools were not used as interview locations due to the complications of attaining required consent forms within the time constraints of the project. Despite the limitations, the surveys provided valuable insight into the perspectives of NEWCITY youth.

There were a few clear results from the school questions. The children attended 15 different schools, which reflects data included in this report that area youth attend schools all over the city. In addition, 44% commute by school bus and 75% claim a commute time of 30-45 minutes to get to school. Students participate in a variety of activities in school, including dance, track, basketball, and marching band. "Activities" was overwhelmingly the favorite school feature, and "uniforms" was the least favorite. The majority (82%) plan to continue their education after high school. When they grow up, nearly as many children wish to enter the health care field (26%) as want to play professional sports (29%).

When asked about recreation, almost all responded that they utilize the STNC in some capacity. This was expected as most of the surveys were conducted at the STNC. The second most utilized after-school destination was a neighborhood church (68%). It was noted that students did not know the Lafitte Greenway by name, but upon further description of the Greenway, children realized they did use it.

In regards to their neighborhood and safety, survey respondents ranked a number of different elements as their favorite neighborhood feature, from their friends to second lines and other activities. Neighborhood safety and violence reduction was an issue that many children highlighted in the interview. Almost half (44%) stated that their least favorite aspect of their neighborhood was violence. Additionally, 32% of respondents indicated that a reduction in violence would make their neighborhood a better place to live.



## Youth Survey Results

*During the week of April 10, UNO students administered a survey to children at the Sojourner Truth Neighborhood Center and in the Lafitte housing community. A total of 34 youth completed surveys.*

Gender of Youth Surveyed		
Males	12	35.3%
Females	16	47.1%
Did Not Answer	6	17.6%
Total	34	100.0%

Neighborhood Represented		
Seventh Ward	3	8.8%
Treme/Lafitte	25	73.5%
Tulane/Gravier	2	5.9%
Not Answered	4	11.8%
Total	34	100.0%

1. Youngest youth surveyed was 5 years old and the oldest was 16 years old.
2. There was a total of 15 schools currently attended by the 34 youth including 1 being homeschooled, with Phillis Wheatley and Success Prep having the most students.
3. The majority (73.5%) of the youth took the school bus to school.
4. The average time living in the neighborhood was 4 years.
5. When asked about school programming the youth participated in, 35% were not members of any school organizations. Whereas those that were mainly athletic or music such as basketball, football and track, band and dance.
6. When asked what students liked most about their schools, the most common response was an activity, like recess, gym, or a certain class or teachers.
7. When asked what they did not like, the most common response was uniforms.
8. When asked what they wanted to be when they grew up, 32% responded that they wanted to be athletes of some sort from dancers to basketball players. Twenty-six percent wanted to be either a doctor or nurse. There were a few musicians, artist, actresses, teachers, police officers and a couples therapists.
9. Eighty-five percent of the youth wanted to continue some level of education after high school.
10. Violence is a concern of many of the youth in their neighborhoods and if given the chance, many would be interested in an opportunity to be more involved in their neighborhoods.

## CONCLUSION

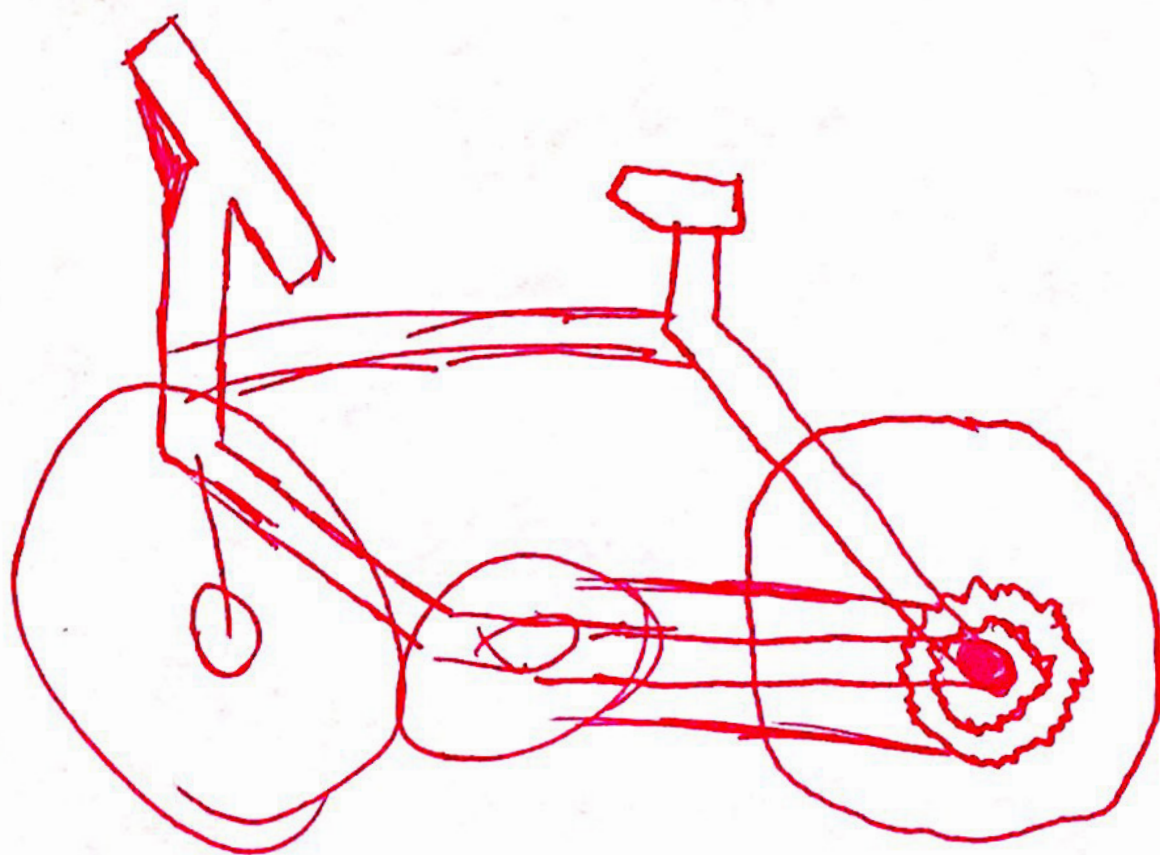
The scope of this project was to conduct a youth gap analysis of the NEWCITY area. While the data generated from the survey cannot be used for statistical extrapolation, it provides insight into the conditions facing the NEWCITY youth. By focusing on schools, recreation, and safety, the survey captured a snapshot of subjects covered within the project.

The survey provides an insight into the goals and aspirations of youth. It is evident that the vast majority of students want to continue their education after high school. Additionally many indicated that they were interested in a health care related career. These results indicate that there is a potential interest in health care programs for students, like those offered through Joseph S. Clark's NOLA Tech program, and substantiate the recommendation that the NEWCITY area should focus on health care related education and workforce development.

A vital finding of the gap analysis centered around concerns of where the youth are spending their time outside of school. The vast majority of children are spending time either at the STNC, at churches, or playing sports. Using these responses, it is recommended that programing focus on the STNC, neighborhood churches, and athletic programming such as Midnight Basketball at the Treme Center.

Lastly, the survey highlighted that many students have transferred schools at least once since kindergarten, have long commutes to school, and plan to continue their education after high school. Safety and violence are also major concerns for the youth. The research team recommends that NEWCITY continue outreach work in order to provide youth more agency in their futures. The youth surveyed were eager to share their opinions, suggestions, concerns and were easily engaged. This interest makes it clear that the youth seek an avenue to express their opinions and be heard by NEWCITY partners. This could be done in a variety of ways ranging from a kid's comment box to a youth leadership council that speaks at NEWCITY meetings, or by providing surveys on more narrow topics more regularly. Going forward, when planning for youth or community at a comprehensive level, having youth in the conversation and at the table is crucial. youth or community at a comprehensive level, having youth in the conversation and at the table is crucial.





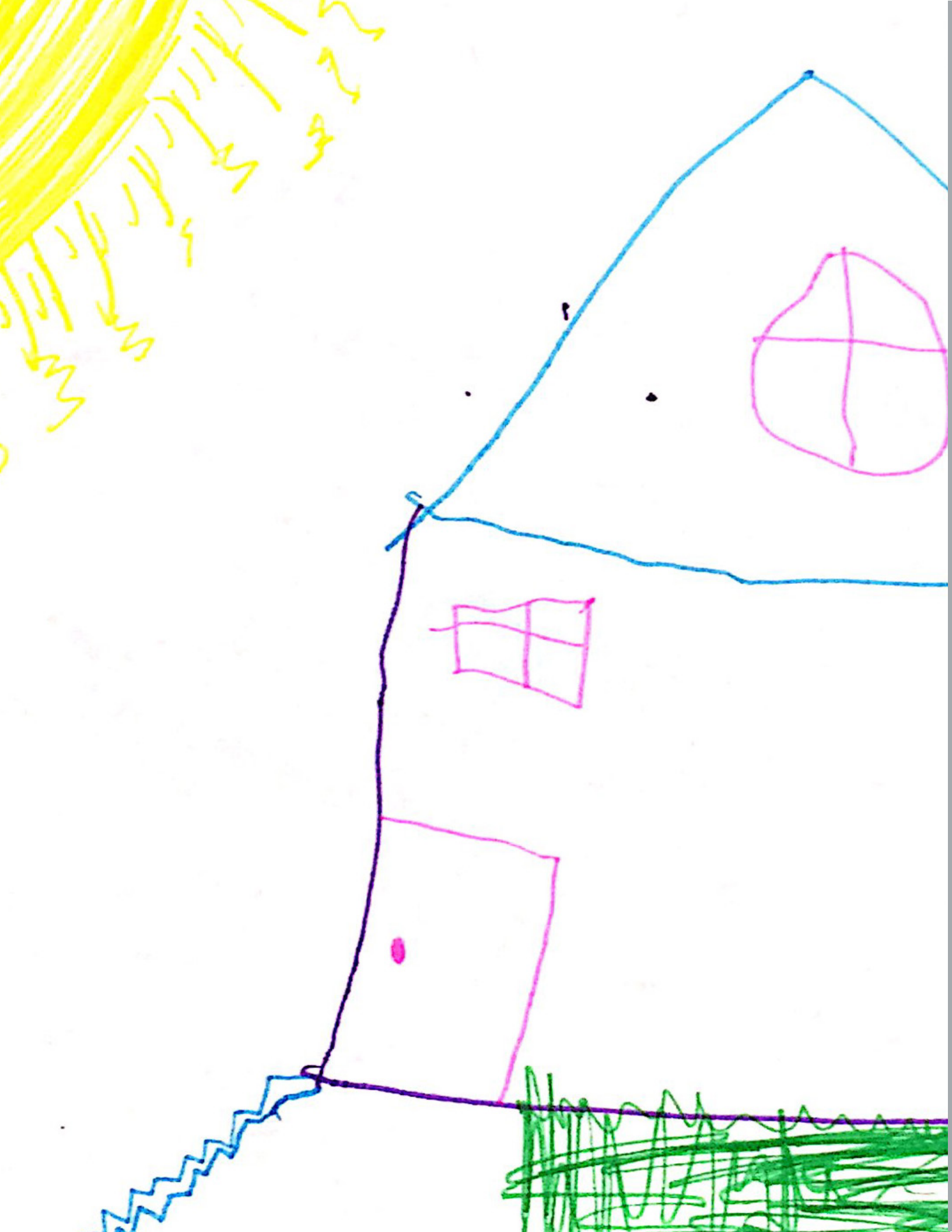
# Conclusion





## NEW PATHS FOR NEWCITY YOUTH

This report highlights issues that NEWCITY youth face and looks specifically at schools and education, health and well-being, and workforce development. Additionally, a survey provided an outlet for NEWCITY youth to voice their concerns. A comprehensive list of gaps and recommendations is provided in the executive summary. While the NEWCITY Neighborhood Partnership cannot logistically fill all gaps presented, it can act as an advocate for these issues with similar allies across New Orleans. For instance, utilizing partnerships such as the Sojourner Truth Neighborhood Center to increase after-school programming and offering help to parents with the OneApp process could help fill gaps present in education and youth programming. Many gaps and recommendations present in this report overlap and addressing a recommendation for health and wellness could also address a gap in workforce development. While the survey provided a direct voice from area youth, more input from youth is needed in the future. Additional outlets for youth participation should be provided as their input can help uncover more gaps and recommendations. Youth should be seen as integral role in community development and giving them a voice creates that role. By utilizing its partnership base, NEWCITY can create a more equitable environment for youth in the NEWCITY neighborhoods and provide an example for similar partnerships and neighborhoods throughout New Orleans.



# Appendices

## Schools

- 1 Phillis Wheatley Community School
- 2 Success Preparatory Academy
- 3 Joseph A. Craig Charter School
- 4 Joseph S. Clark Preparatory High School
- 5 McDonogh 42 Elementary Charter School
- 6 Warren Easton Charter High School

## Parks

- 1 Easton Park Playgroud
- 2 Lafitte Greenway
- 3 Carondelet & Canal Park
- 4 Lemann Playground I
- 5 Lemann Playground II
- 6 Treme Community Center
- 7 Louis Armstrong Park
- 8 Hunter's Field

N Broad St.



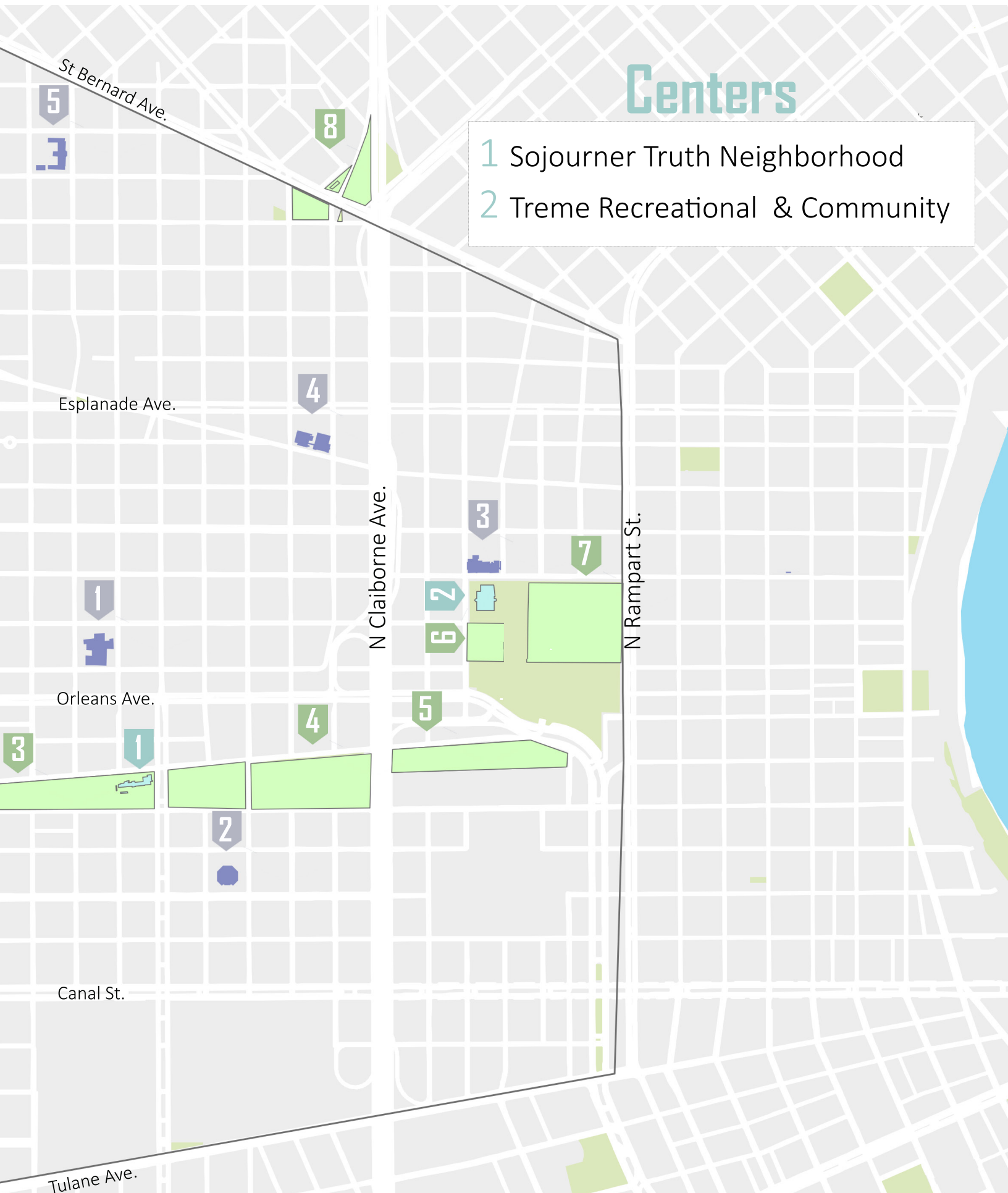
1,500 750 0 1,500 Feet





# Centers

- 1 Sojourner Truth Neighborhood
- 2 Treme Recreational & Community



# Phillis Wheatley Community School

2300 Dumaine Street New Orleans, LA 70119

[www.dibertcommunityschool.org](http://www.dibertcommunityschool.org)

1

School	Number of Students	Grades Served	Grade	2012/13 Score	2013/14 Score	2014/15 Score	2012/13-2014/15 Score Change
Joseph S. Clark Preparatory High	107	9th - 12th	D	57.7	45.4	62.4	4.7



Student Support Services:	Full-time nurse, full-time mental health professionals, speech therapists, occupational and physical therapy services, adaptive PE, audiology, braille instruction, gifted and talented services, partnerships with community agencies to provide additional mental/emotional support services, part-time ESL teacher, documents translated into Spanish and other languages as needed
School Programs/Features:	Edible Schoolyard New Orleans provides gardening and cooking courses; partnership with KIDsmART for arts education programs, Start the Adventure in Reading (STAIR) tutoring program
Extracurricular/ Afterschool Activities:	optional after school enrichment program includes gardening, team sports, art, ballet, debate, music, dance team, majorettes, robotics and tutoring through partnerships with City Year New Orleans; Youth Run NOLA, Playworks Louisiana, and Girls on the Run
Team Sports:	
Afterschool buses:	not provided for afterschool activities



# Joseph A. Craig Charter School

1423 St. Philip Street New Orleans, LA 70116

[www.josephacraig.org](http://www.josephacraig.org)

2

School	Number of Students	Grades Served	Grade	Score	2013/14 Score	2014/15 Score	2012/13-2014/15 Score Change
Joseph A. Craig Charter School	116	Pre-K - 8th	D	49.9	39.8	53.2	3.3



Student Support Services:	Full-time school nurse, part-time social worker, speech therapist, vision and hearing screenings, no information provided about available ESL services
School Programs/Features:	Afterschool enrichment program focused on reading and math, community service projects, out-of-state field lessons, computer skills program, Young Audiences of Louisiana program
Extracurricular/ Afterschool Activities:	choir, dance team, flag team, theatre, drumline
Team Sports:	baseball, basketball, cheerleading, football, track, volleyball
Afterschool buses:	not provided for afterschool activities





# Joseph S. Clark Preparatory High

1301 North Derbigny Street New Orleans, LA 70116  
[www.clarkprep.org](http://www.clarkprep.org)

3

School	Number of Students	Grades Served	Grade	2012/13 Score	2013/14 Score	2014/15 Score	2012/13-2014/15 Score Change
Joseph S. Clark Preparatory High	107	9th - 12th	D	57.7	45.4	62.4	4.7



Student Support Services:	full-time nurse, full-time mental health professionals, speech therapists, occupational and physical therapy services, adaptive PE, audiology, braille instruction, gifted and talented services, partnerships with community agencies to provide additional mental/emotional support services, part-time ESL teacher, documents translated into Spanish and other languages as needed
School Programs/Features:	Edible Schoolyard New Orleans provides gardening and cooking courses; partnership with KIDsmART for arts education programs, Start the Adventure in Reading (STAIR) tutoring program
Extracurricular/Afterschool Activities:	optional after school enrichment program includes gardening, team sports, art, ballet, debate, music, dance team, majorettes, robotics and tutoring through partnerships with City Year New Orleans; Youth Run NOLA, Playworks Louisiana, and Girls on the Run
Team Sports:	baseball, basketball (junior varsity & varsity), cheerleading, cross country, flag football, soccer (boys), softball, track, volleyball
Afterschool buses:	provided for afterschool activities



# McDonogh 42 Elementary Charter

1651 N. Tonti St., New Orleans, LA 70119  
[www.mcdonogh42-no.org](http://www.mcdonogh42-no.org)

4

School	Number of Students	Grades Served	Grade	2012/13 Score	2013/14 Score	2014/15 Score	2012/13-2014/15 Score Change
McDonogh 42 Elementary	149	Pre-K - 8th	D	39.4	58.3	62.6	23.2



Student Support Services:	full-time nurse, 2 full-time social workers, ESL teacher on site, Spanish translation and interpretation routinely provided
School Programs/Features:	project-based learning, community events, literacy and math nights, arts education, physical education, Achieve3000 differentiated instruction program, Hope Credit Union partnership to provide financial literacy classes for 8th grade students and their parents, Club Connect literacy center provided with support from the United Way
Extracurricular/ Afterschool Activities:	bchoir, dance team, flag team, theatre, drumline
Team Sports:	baseball, basketball (junior varsity & varsity), cheer-leading, cross country, flag football, soccer (boys), softball, track, volleyball
Afterschool buses:	provided for afterschool activities





# Success Preparatory Academy

2011 Bienville Avenue New Orleans, LA 70112  
[www.successpreparatory.org](http://www.successpreparatory.org)

5

School	Number of Students	Grades Served	Grade	2012/13 Score	2013/14 Score	2014/15 Score	2012/13-2014/15 Score Change
Success Preparatory Academy	202	Pre-K - 8th	D	79.8	74.7	56.9	-22.9



Student Support Services:	Full-time nurse, full-time social worker through partnership with Communities in Schools, full-time school psychologist, full-time staff members dedicated to supporting Spanish-speaking students; other staff members fluent in Afrikaans and Bengali
School Programs/Features:	Maturing Champions in Treme through Extended Learning (MCTEL) afterschool tutoring program, Play-Write arts based literacy program, Prime Time Family Reading Time, Start the Adventure in Reading (STAIR) tutoring
Extracurricular/ Afterschool Activities:	Youth Onstage New Orleans (YONOLA) program, debate team, Girls on the Run
Team Sports:	basketball (girls & boys), flag football (boys), soccer (girls), track and field (girls & boys), volleyball (girls)
Afterschool buses:	not provided for afterschool activities



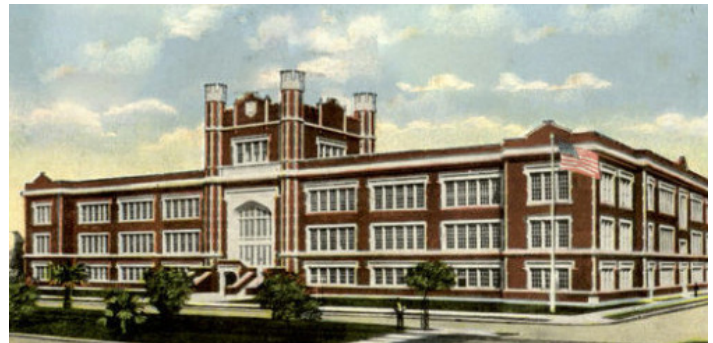
# Warren Easton High School

3019 Canal Street New Orleans, LA 70119  
[www.warreneastoncharterhigh.org](http://www.warreneastoncharterhigh.org)

6

School	Number of Students	Grades Served	Grade	2012/13 Score	2013/14 Score	2014/15 Score	2012/13-2014/15 Score Change
Warren Easton High School	110	9th - 12th	A	9th - 12th	96.2	109.4	14.1

Student Support Services:	: full-time nurse, full-time social worker, 3 full-time guidance counselors; school-based health clinic open from 7:30 a.m.-3:30 p.m. weekdays with nurse practitioner, medical assistant and social worker; dentist on site on Tuesday & Thursday, optometrist on site every other Friday, 3 staff members fluent in Spanish and 1 staff member fluent in Mandarin Chinese; Menseja Monday program provides school newsletter, school updates and other information in Spanish
School Programs/Features:	summer session for incoming freshmen summer test preparation programs for 10th-12th grades, concurrent/dual college enrollment, academic intervention program (tutoring, homework, assistance and credit recovery), STEM (science/technology/engineering/math) academy, community and service project opportunities, entrepreneurship/internship program, hotel management academy, career/technology certifications, health science (sports medicine) program, introduction to law sciences, gifted and talented programs in art, music, and theater
Extracurricular/Afterschool Activities:	band, spirit clubs, choir, poetry, photography, newspaper, yearbook, academic-based clubs (National Honor Society, Beta Club, chess club, robotics club, etc.), community service clubs (Interact, student council, gardening, community beautification club, etc.)
Team Sports:	basketball (girls & boys), flag football (boys), soccer (girls), track and field (girls & boys), volleyball (girls)
Afterschool buses:	not provided for afterschool activities



# Easton Park Playground

600 N. Lopez Street

1



Survey Questions	Easton Park
Owned By	NORDC
Council District	A
Acreage	2.14
All-Purpose Field	Good Condition
Playground Equipment	Good Condition
Batting Cage	Good Condition
Bleachers	Good Condition
Club House	Good Condition
Concessions	Good Condition
Facility Lighting	Good Condition
Fencing	Good Condition
Restroom Building	Possibly
Water Fountains	Good Condition
Benches	Good Condition
Graffiti/Trash	Minimal
Wheelchair/Stroller/Ada Access	Poor
Nearest School	Phyllis Wheatley Community School (0.6 miles)
Nearest Alternative Park	Lemann Playground
Distance To Sojourner Truth Neighborhood Center	0.8 miles
Recommendation For Park	Make minor improvements
Comments	Park in good condition with good amenities.



# Lafitte Greenway

2.6-mile bicycle and pedestrian trail and green corridor  
from Armstrong Park to City Park  
<http://www.lafittegreenway.org/>

2



Survey Questions	Lafitte Greenway
Owned By	NORDC
Council District	A, C, and D
Acreage	Currently unknown (2.6 mile linear park)
Benches	Good Condition
Graffiti/Trash	Clear
Wheelchair/Stroller/Ada Access	Good
Nearest School	Phyllis Wheatley Community School (0.6 miles)
Nearest Alternative Park	Treme Recreational Community Center
Distance To Sojourner Truth Neighborhood Center	Less than 0.1 miles
Recommendation For Park	Once the sodding has taken route for the Lafitte Greenway between N. Broad Street and it terminus on Basin St., this park will be in excellent condition.
Comments	As per the Lafitte Greenway's "A Pocket Guide to the Lafitte Greenway" map, our belief that it serves as an excellent link to all the recommended useable greenspace within NEWCITY has been confirmed.

# Carondelet and Canal Park

Lafitte St. and N. Rocheblave

3



Source: Freinds of Laffite Greenway

Survey Questions	Carondelet and Canal Park
Owned By	NORDC
Council District	D
Acreage	2.745
Playground Equipment	Good Condition
Tennis Courts	Good Condition
Off Street Parking	Good Condition
Fencing	Good Condition
Restroom Building	Good Condition
Water Fountains	Good Condition
Benches	Good Condition
Graffiti/Trash	Clean
Wheelchair/Stroller/Ada Access	Poor (good for getting to the center but not for the playground or tennis courts.
Nearest School	Phyllis Wheatley Community School (0.6 miles)
Nearest Alternative Park	Lemann Playground 1
Distance To Sojourner Truth Neighborhood Center	Within 0.1 miles
Recommendation For Park	Park in excellent condition.

# Lemann 1

628 North Claiborne Avenue

4



	Lemann 1
<b>Owned By</b>	NORDC
<b>Council District</b>	C
<b>Acreage</b>	1.78
<b>All-Purpose Field</b>	Good Condition
<b>Batting Cage</b>	Good Condition
<b>Outdoor Swimming</b>	Construction seems to be completed and awaiting final cleanup of unused materials.
<b>Facility Lighting</b>	Good condition
<b>Port-O-Lets</b>	One
<b>Graffiti/Trash</b>	Clear
<b>Wheelchair/Stroller/Ada Access</b>	Poor
<b>Nearest School</b>	Success Preparatory Academy: 0.4 miles
<b>Nearest Alternative Park</b>	Carondelet/Canal Park
<b>Distance To Sojourner Truth Neighborhood Center</b>	0.1 miles
<b>Recommendation For Park</b>	Make minor improvements
<b>Comments</b>	This is a new greenspace and will make an excellent recreational area for youth sports once final construction clean up has been completed and the field sodding holds.



# Lemann 2

628 North Claiborne Avenue

4



	Lemann 2
<b>Owned By</b>	NORDC
<b>Council District</b>	C
<b>Acreage</b>	1.78
<b>All-Purpose Field</b>	Good Condition
<b>Playground Equipment</b>	Good Condition
<b>Outdoor Basketball</b>	Good Condition
<b>Batting Cage</b>	Good Condition
<b>Facility Lighting</b>	Good condition
<b>Fencing</b>	Good Condition
<b>Benches</b>	Good Condition (two missing)
<b>Wheelchair/Stroller/Ada Access</b>	Poor
<b>Nearest School</b>	Success Preparatory Academy: 0.4 miles
<b>Nearest Alternative Park</b>	Treme Recreational Community Center
<b>Distance To Sojourner Truth Neighborhood Center</b>	0.4 miles
<b>Recommendation For Park</b>	Make minor improvements
<b>Comments</b>	Park in good condition with good amenities.

# Treme Community

900 North Villere Street

6



	Treme Recreational
<b>Owned By</b>	NORDC
<b>Council District</b>	C
<b>Acreage</b>	1.83
<b>Playground Equipment</b>	Good Condition
<b>Covered Basketball</b>	Good Condition (Indoor)
<b>Bleachers</b>	Good Condition (Indoor)
<b>Concessions</b>	Good Condition (Indoor)
<b>Stage</b>	Good Condition (Indoor)
<b>Outdoor Swimming</b>	Good Condition (Indoor)
<b>Fencing</b>	Good Condition
<b>Restroom Building</b>	Good Condition
<b>Water Fountains</b>	Good Condition
<b>Benches</b>	Good Condition
<b>Graffiti/Trash</b>	Clear
<b>Wheelchair/Stroller/Ada Access</b>	Good
<b>Nearest School</b>	Joseph Craig Elementary School
<b>Nearest Alternative Park</b>	Lemann Playground 2
<b>Distance To Sojourner Truth Neighborhood Center</b>	0.8 miles
<b>Recommendation For Park</b>	Park in excellent condition - take no action
<b>Comments</b>	Additional amenities include an arts and crafts room, dance studio, fitness center, and music room all in good condition.

# Louis Armstrong

701 N. Rampart Street

7



	Louis Armstrong
<b>Owned By</b>	Dept. of Parks and Parkways
<b>Council District</b>	C
<b>Acreage</b>	10.03 (additional 2.02 acres for Congo Square)
<b>Fencing</b>	Good Condition
<b>Benches</b>	Good Condition
<b>Graffiti/Trash</b>	Clear
<b>Wheelchair/Stroller/Ada Access</b>	Good
<b>Nearest School</b>	Joseph Craig Elementary School
<b>Nearest Alternative Park</b>	Treme Recreational Community Center
<b>Distance To Sojourner Truth Neighborhood Center</b>	0.8 miles
<b>Recommendation For Park</b>	Retain park and make major improvements to buildings needing repairs or renovations

# Hunter's Field

1601 N. Claiborne Ave.

8

	Hunter's Field
Owned By	NORDC
Council District	D
Acreage	3.04
All-Purpose Field	Good Condition
Playground Equipment	Good Condition
Outdoor Basketball	Good Condition
Batting Cage	Good Condition
Bleachers	Good Condition
Club House	Good Condition
Concessions	Good Condition
Stage	Good Condition
Facility Lighting	Functional Problems
Restroom Building	Unknown (building locked)
Benches	Good Condition
Graffiti/Trash	Extensive
Wheelchair/Stroller/Ada Access	Poor
Nearest School	McDonogh 42 Elementary Charter School (0.6 miles)
Nearest Alternative Park	Lemann Playground 0.8 miles
Distance To Sojourner Truth Neighborhood Center	1.2 miles
Recommendation For Park	Keep and Secure
Comments	<p>The following was observed:</p> <ol style="list-style-type: none"> <li>1) Very noisy/difficult to access;</li> <li>2) Occupied vehicles parked on premises with the smell of marijuana detected;</li> <li>3) Four adults living in stage stairwell;</li> <li>4) danger for pedestrians due to heavy traffic.</li> </ol>





# Sojourner Truth Community Center

2200 Lafitte Ave, New Orleans, LA 70119

1



One of the most notable current centers for youth is the Sojourner Truth Neighborhood Center(STNC), it is located near the center of NEWCITY's designated area in the Faubourg Lafitte community. The center is managed by Providence Community Housing and Enterprise Community Partners, who have invested over \$500,000 in the center in repairs and improvements since Hurricane Katrina. Among the services that the Sojourner Truth Neighborhood Center provides the Faubourg Lafitte and greater community of Treme, the center hosts an after school program for students living in the area, which provides homework help and a computer lab for the students. Additionally, the center encourages physical health for its participants through their community garden, playground, green space and a tennis court. The Sojourner Truth Neighborhood Center partners with other community organizations to address an array of potential student's needs including HIV testing, family counseling and mediation.

# Treme NORD Center

900 N Villere St, New Orleans, LA 70116

2

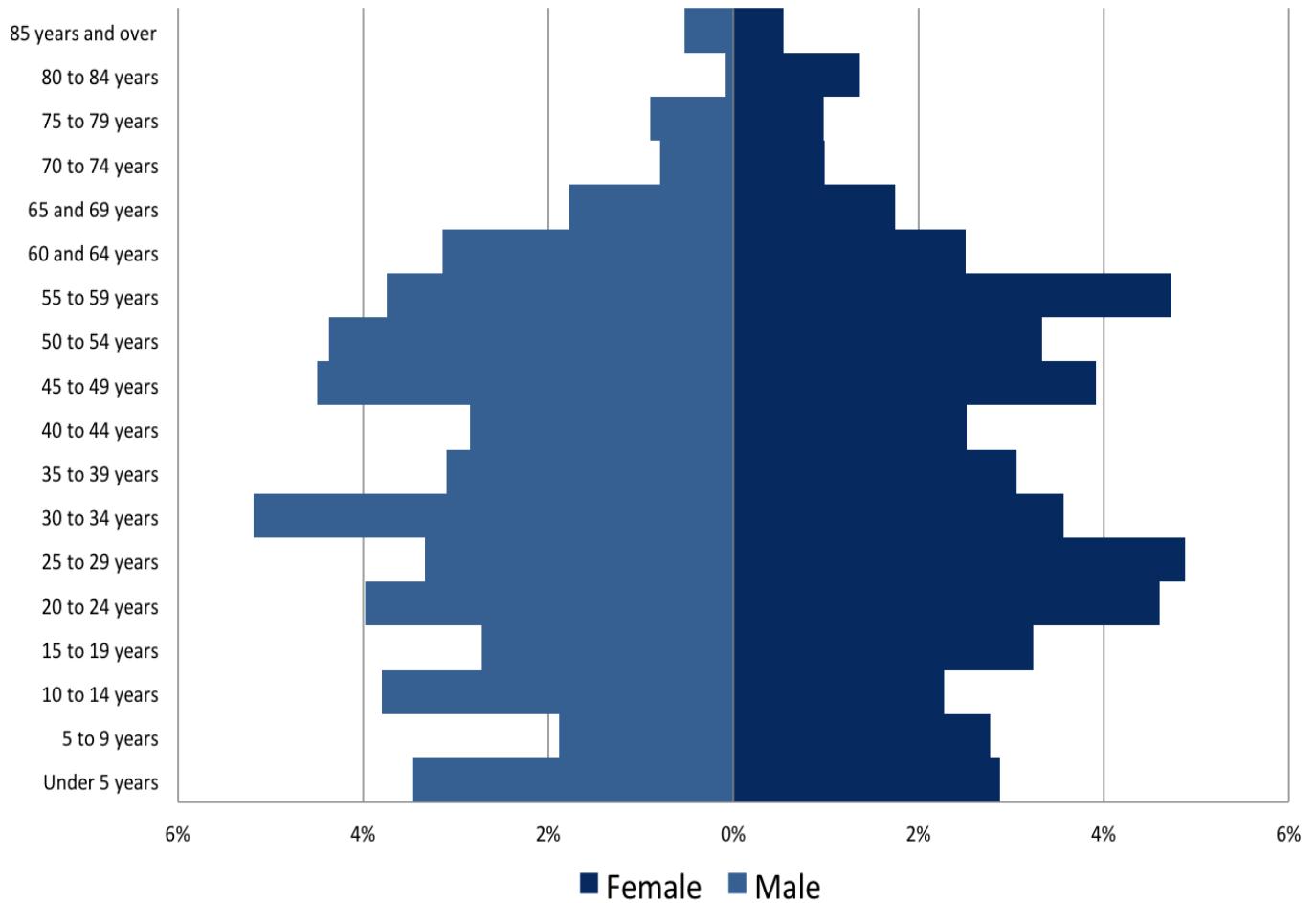


The Treme Center offers a variety of daily classes; on average, twelve classes per day that range from swimming to all ages dance classes to piano lessons. The Center has many amenities, including: an arts and crafts room, basketball courts (indoors), dance studio, fitness center, music room, play equipment, pool (indoor, year round), recreation center and a stage. The Treme Center has an outdoor playground on site, as well. As it is close to a few NEWCITY schools and across the street from Craig Elementary, it is highly used and integral to the neighborhood.



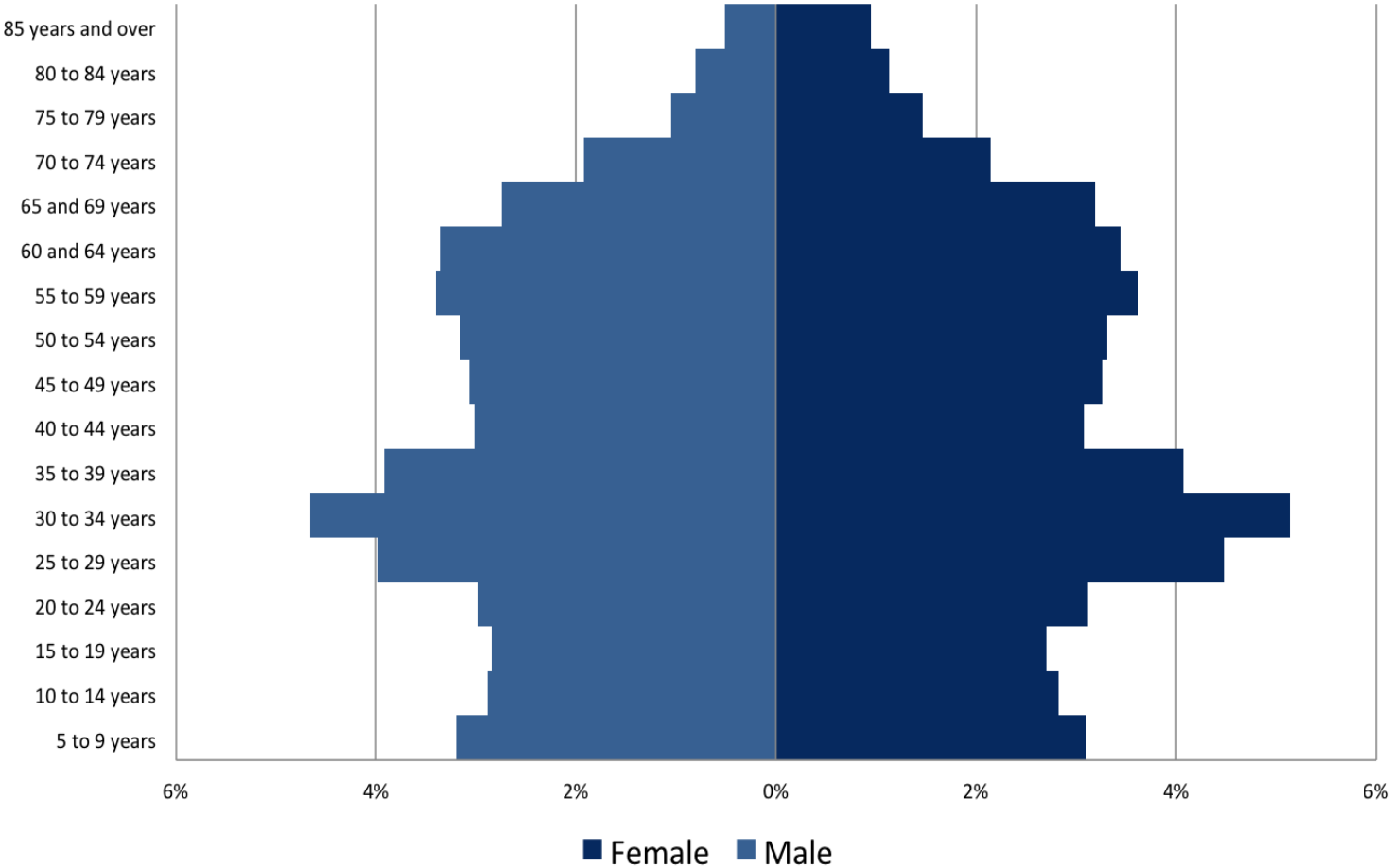
## Appendix 1-1: Population Pyramids

### Study Area Population Pyramid (Five-Year Data, 2010-2015)



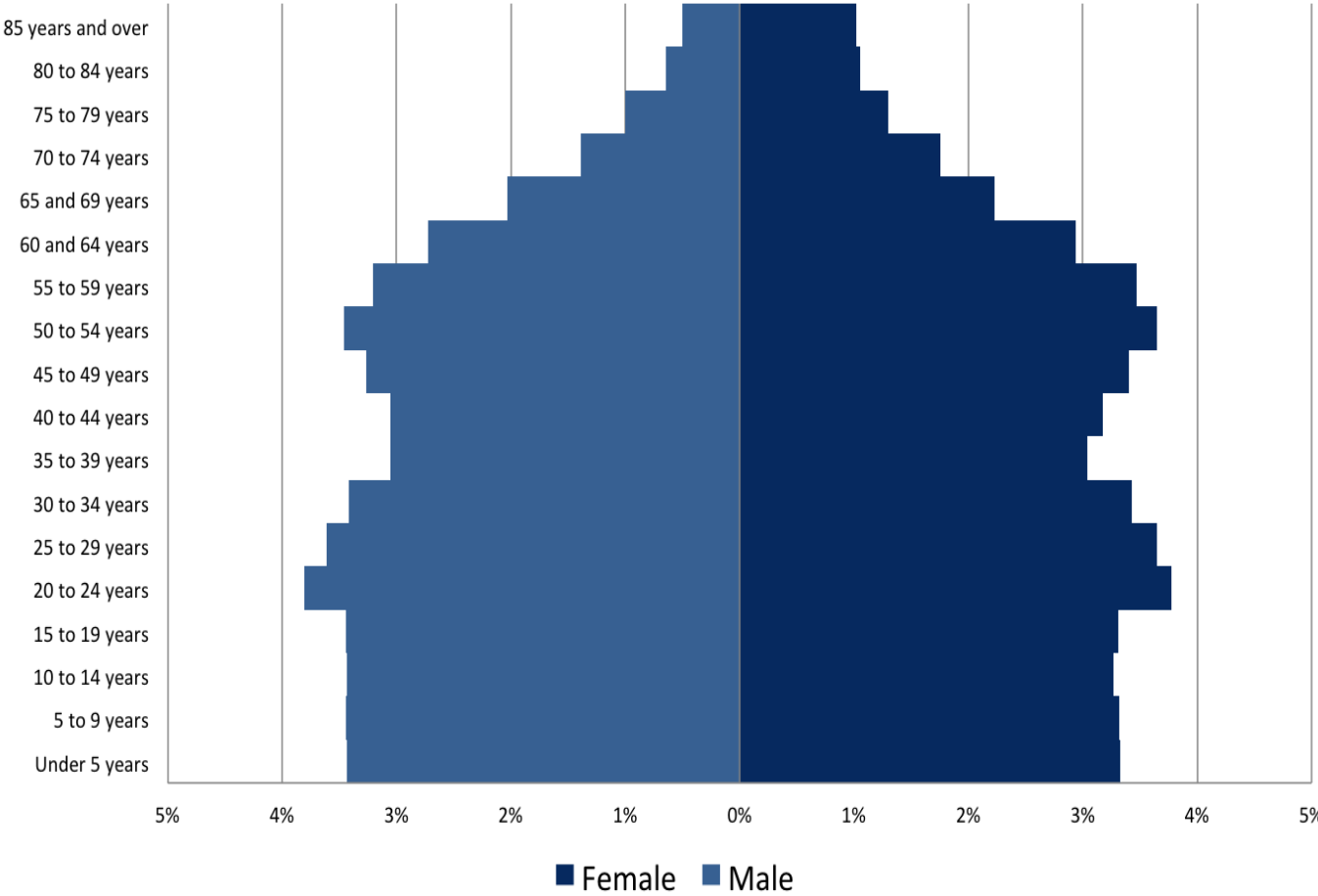
Source: American Community Survey, 2014 Five-Year Estimate, Tables B01001

# Orleans Parish Population Pyramid (Five-Year Data, 2010-2014)



Source: American Community Survey, 2014 Five-Year Estimate, Tables B01001

# Louisiana Population Pyramid (Five-Year Data, 2010-2014)



Source: American Community Survey, 2014 Five-Year Estimate, Tables B01001

### Appendix 1-2: Block Group Multipliers

2010 Block-Group GEOID	Multiplier
220710034001	N/A
220710034002	N/A
220710035001	N/A
220710035002	N/A
220710035003	N/A
220710036001	N/A
220710036002	N/A
220710036003	N/A
220710039001	N/A
220710039002	N/A
220710040001	N/A
220710040002	N/A
220710044011	N/A
220710044012	N/A
220710044013	N/A
220710044021	N/A
220710044022	N/A
220710045003	0.35574
220710045002	0.464754857
220710048001	N/A
220710049001	N/A
220710049002	N/A
220710049003	N/A
220710049004	N/A

#### Appendix 1-2: NEWCITY Demographic Estimation Methodology

Unless noted otherwise, all NEWCITY demographic data is devised from the U.S. Census Bureau's American Community Survey 2014 5-year data estimates. Data was compiled using the block-group level data. For block groups not totally contain within NEWCITY but that are divided by the NEWCITY boundary, first a review of aerial imagery and Google Street View imagery was conducted to determine the general land-use of the block-group. Those block groups with land-use appearing to be primarily commercial were not used in further analysis. For those block-groups appearing to be primarily residential, a geographic analysis was done to determine the percentage of land-mass located within the NEWCITY area. This percentage was then used as a multiplier to develop a ratio of the block-group data occurring in NEWCITY. A table delineating the block-groups and multipliers used in the analysis is as follows. No multiplier was used for block-groups with marked N/A because they are fully in the NEWCITY boundary and do not necessitate a multiplier.

**Appendix 2-1: Schools with Students from the Greater NEWCITY Area,  
Distance from the Center of NEWCITY**

School	Students	% of Students	Cumulative %	2014-15 Grade*	Miles from NEWCITY
Located inside NEWCITY Boundary					
FirstLine Schools: Phillis Wheatley Community School	284	5.95%	5.95%	D	0.2
Success Preparatory Academy	202	4.23%	10.18%	D	0.4
FirstLine Schools: Joseph S. Clark Preparatory High School	107	2.24%	12.42%	D	0.5
Joseph A. Craig Charter School	116	2.43%	14.85%	D	0.5
McDonogh #42 Elementary Charter School	149	3.12%	17.97%	D	0.9
Warren Easton High School	110	2.30%	20.27%	A	1
Located outside NEWCITY Boundary					
ReNEW McDonogh #28 City Park Academy	139	2.91%	23.19%	D	1
KIPP McDonogh 15	145	3.04%	26.22%	C	1
Homer A. Plessy Community School	37	0.77%	27.00%	D	1.2
Morris Jeff Community School	195	4.08%	31.08%	B	1.3
Bricolage Academy	47	0.99%	32.07%	N	1.4
KIPP Leadership	127	2.66%	34.73%	D	1.6
Medard H. Nelson Charter School	113	2.37%	37.10%	F	1.8
Sylvanie Williams College Prep	58	1.22%	38.32%	D	1.8
International High School	74	1.55%	39.87%	B	1.8
KIPP Central City Primary	52	1.09%	40.96%	C	1.9
FirstLine Schools: Langston Hughes Academy	164	3.44%	44.40%	D	2
Encore Academy	56	1.18%	45.58%	C	2.1
E. P. Harney Spirit of Excellence Academy	42	0.88%	46.46%	C	2.1
Esperanza Charter School	247	5.17%	51.63%	C	2.2
Mahalia Jackson Elementary	21	0.44%	52.08%	C	2.2
NET Charter High School	29	0.61%	52.69%	N	2.2
Pierre A. Capdau Charter School	86	1.80%	54.49%	C	2.3
KIPP Central City Academy	41	0.86%	55.35%	B	2.4
James M. Singleton Charter School	48	1.01%	56.36%	D	2.5
International School of Louisiana: Camp Street Campus (French)	43	0.91%	57.27%	A	2.6
International School of Louisiana: Camp Street Campus (Spanish)	29	0.61%	57.88%	A	2.6
Andrew H. Wilson Charter School	101	2.12%	60.00%	N	2.6
McDonogh #35 College Preparatory High School	112	2.35%	62.34%	C	2.6

Source: EnrollNOLA Enrollment System. Date Extracted: March 22, 2016

\*A grade of "N" means that no score was issued for the given school year.

\*The raw data obtained did not provide an exact number of students in cases where there were greater than zero but less than ten students attending a certain school from one of the given zip codes. Because we had a the total number of students though (4,777), we opted to estimate the instances where less than ten students was indicated.



School	Students	% of Students	Cumulative %	2014-15 Grade*	Miles from NEWCITY
ReNEW Accelerated High School	58	1.22%	88.83%	N	3.9
Dr. Martin Luther King Jr. Charter School	40	0.84%	89.67%	B	4.1
Mary D. Coghill Elementary School	32	0.67%	90.34%	C	4.1
William J. Fischer Accelerated Academy	12	0.26%	90.60%	F	4.2

Source: EnrollNOLA Enrollment System. Date Extracted: March 22, 2016

\*A grade of "N" means that no score was issued for the given school year.

\*The raw data obtained did not provide an exact number of students in cases where there were greater than zero but less than ten students attending a certain school from one of the given zip codes. Because we had a the total number of students though (4,777), we opted to estimate the instances where less than ten students was indicated.

### Appendix 3-1: New Orleans Parish After-school and Summer Programs

	100 Black Men	Apex Youth Center	Bike Easy: Youth Ambassador Program
Address	Citywide	2019 Simon Bolivar Ave. 70113	2100 OC Haley Blvd. 70113
Contact Person	J. Wilson		Dan Favre
Email Address	<a href="mailto:info@100blackmennola.org">info@100blackmennola.org</a>	<a href="mailto:info@apexyouthcenter.org">info@apexyouthcenter.org</a>	<a href="mailto:dan@bikeeasy.org">dan@bikeeasy.org</a>
Website	<a href="http://100blackmennola.org">100blackmennola.org</a>	<a href="http://apexyouthcenter.org">apexyouthcenter.org</a>	<a href="http://bikeeasy.org">bikeeasy.org</a>
Phone	208-9337	358-2739	861-4022
Description	Mentoring program specifically for black males. Students are matched with a mentor.	APEX is a community-based youth center that offers neighborhood teens and young adults mentoring, tutoring, community service opportunities, recreation, and a host of structured activities designed to prepare them to become productive citizens in New Orleans Parish and the world.	Bike Easy runs a summer program in which youth receive training in bicycle mechanics, ride, and learn about urban planning and transportation issues.
Transportation to Program	No	No	Participants earn a bike through the program
Summer Program	No	Yes	Yes

\*Located within NEWCITY Boundary

	Boys and Girls Hope of Greater New Orleans Parish	Boys Town Louisiana: Early Head Start*	Café Reconcile: Job Readiness Training
Address	Citywide	300 N. Broad St. 70119	1631 OC Haley Blvd. 70113
Contact Person	Chuck Roth	Rashain Carriere-Williams	Rachel Crump
Email Address	<a href="mailto:croth@bhgh.org">croth@bhgh.org</a>	<a href="mailto:rashain.carriere@boystown.org">rashain.carriere@boystown.org</a>	<a href="mailto:rcrump@cafereconcile.org">rcrump@cafereconcile.org</a>
Website	<a href="http://boyshopegirlshope.org/nola">boyshopegirlshope.org/nola</a>	<a href="http://boystown.org">boystown.org</a>	<a href="http://cafereconcile.org">cafereconcile.org</a>
Phone	484-7744	293-7900	568-1157
Description	Provides children with a family-like home staffed with caring, live-in residential counselors, supports children financially and emotionally through college and beyond, provides children with a long-term adult relationship and long-term positive mentoring.	Serves at-risk youth and families with life-changing skills, building healthy relationships, empowering children and families to make good decisions on their own. Caring for children in a family-style environment, supporting children and families in religious practices and values. Boystown has several programs. In one program, children live in provided domiciles. Another program the staff from Boystown go to the children either at their homes or schools to provide service.	Cafe Reconcile provides life skills and job training.
Transportation to Program	Yes	No	Bus passes provided
Summer Program	Yes	Yes	Yes

\*Located within NEWCITY Boundary

	City of New Orleans Parish: Mid-night Basketball	Children's Bureau of New Orleans Parish: Project Last	College Track New Orleans Parish: Student Life Program and College Affairs
Address	2301 Marengo St. 70115	Citywide	Citywide
Contact Person	Sean McCloskey	Mary Love-Carter	Justina George
Email Address	<a href="mailto:spmccloskey@nola.gov">spmccloskey@nola.gov</a>	<a href="mailto:mlove@childrensbureauola.org">mlove@childrensbureauola.org</a>	<a href="mailto:jgeorge@collegetrack.org">jgeorge@collegetrack.org</a>
Website	<a href="http://nolaforlife.org">nolaforlife.org</a>	<a href="http://childrens-bureau.com">childrens-bureau.com</a>	<a href="http://collegetrack.org/where-we-work/new-Orleans Parish">collegetrack.org/where-we-work/new-Orleans Parish</a>
Phone	658-4981	525-2366	577-2021
Description	NOLA FOR LIFE Midnight Basketball focuses on providing safe recreational opportunities in crime hot spots for males over 16 years old through basketball, mentorship and support. Founded in 2012, the program has reached over 6,500 participants and 2,500 spectators.	Provides crisis intervention and/or therapeutic services to children and families who have been impacted by a traumatic event, as well as those who have lost a loved one or witnessed and/or been a victim of violence. Takes place in homes, schools and other community locations.	Provides students with the opportunities, resources, and tools to explore their passions while preparing for college success. Also helps participants with the college application process.
Transportation to Program	No	No	Yes
Summer Program		Yes	Yes

\*Located within NEWCITY Boundary

	Covenant House: Crisis Center and Transitional Housing*	Dancing Grounds	Girl Scout Louisiana East
Address	611 N. Rampart St. 70112	3705 St. Claude Ave. 70117	841 S Clearview Parkway 70121
Contact Person	Isabelle Sun	Laura Stein	Jill Pollard
Email Address	<a href="mailto:isun@covenanthouse.org">isun@covenanthouse.org</a>	<a href="mailto:Laura@dancinggrounds.org">Laura@dancinggrounds.org</a>	<a href="mailto:jpollard@gsle.org">jpollard@gsle.org</a>
Website	<a href="http://covenanthouse.org">covenanthouse.org</a>	<a href="http://dancinggrounds.org">dancinggrounds.org</a>	<a href="http://gsle.org">gsle.org</a>
Phone	584-1108	535-5791	355-5871
Description	Shelter and program for homeless youth with three core services known as the Continuum of Care: Street Outreach, Crisis Care, and Rights of Passage.	Dancing Grounds offers youth dance classes after school and during the summer at its studio. It also partners with ARISE and Akili Academy to teach classes during the school day.	The troop pathway offers the same group of girls the opportunity to participate in a variety of activities, usually over a span of 9 to 12 months. Activities are girl led, encourage experiential learning, and use cooperative learning to promote the fun and friendship integral to Girl Scouting. Also provides day and weekend camping.
Transportation to Program	No	No	Yes
Summer Program	Yes	Yes	Yes

\*Located within NEWCITY Boundary



### Appendix 3-2: Park Survey Results

Survey Questions	Easton Park	Hunter's Field	Treme Recreational
Park Name	Easton Park Playground	Hunter's Field Playground	Treme Rec. Community Center
Park Address	600 N. Lopez Street	1601 N. Claiborne Ave.	900 North Villere Street
Date	27-Feb-16	2-Mar-16	14-Mar-16
Owned By	NORDC	NORDC	NORDC
Council District	A	D	C
Acreage	2.14	3.04	1.83
All-Purpose Field	Good Condition	Good Condition	N/A
Playground Equipment	Good Condition	Good Condition	Good Condition
Outdoor Basketball	N/A	Good Condition	N/A
Covered Basketball	N/A	N/A	Good Condition (Indoor)
Tennis Courts	N/A	N/A	N/A
Batting Cage	Good Condition	Good Condition	N/A
Dugouts	N/A	N/A	N/A
Bleachers	Good Condition	Good Condition	Good Condition (Indoor)
Club House	Good Condition	Good Condition	N/A
Concessions	Good Condition	Good Condition	Good Condition (Indoor)
Stage	N/A	Good Condition	Good Condition (Indoor)
Outdoor Swimming	N/A	N/A	Good Condition (Indoor)
Facility Lighting	Good Condition	Functional Problems	N/A
Off Street Parking	N/A	N/A	N/A
Fencing	Good Condition	N/A	Good Condition
Restroom Building	Possibly	Unknown (building locked)	Good Condition
Port-O-Lets	N/A	N/A	N/A
Water Fountains	Good Condition	N/A	Good Condition
Benches	Good Condition	Good Condition	Good Condition
Graffiti/Trash	Minimal	Extensive	Clear
Wheelchair/Stroller/Ada Access	Poor	Poor	Good
Nearest School	Phyllis Wheatley Community School (0.6 miles)	McDonogh 42 Elementary Charter School (0.6 miles)	Joseph Craig Elementary School
Nearest Alternative Park	Lemann Playground	Lemann Playground 0.8 miles	Lemann Playground 2 miles
Distance To Sojourner Truth Neighborhood Center	0.8 miles	1.2 miles	0.8 miles

Survey Questions	Easton Park	Hunter's Field	Treme Recreational
Recommendation For Park	Make minor improvements	Keep and Secure	Park in excellent condition - take no action
Comments	Park in good condition with good amenities.	The following was observed: 1) Very noisy/difficult to access; 2) Occupied vehicles parked on premises with the smell of marijuana detected; 3) Four adults living in stage stairwell; 4) danger for pedestrians due to heavy traffic.	Additional amenities include an arts and crafts room, dance studio, fitness center, and music room all in good condition.

Survey Questions	Lemann 1	Lemann 2	Louis Armstrong
Park Name	Lemann Playground 1	Lemann Playground	Louis Armstrong Park (including Congo Square)
Park Address	628 North Claiborne Avenue	628 North Claiborne Avenue	701 N. Rampart Street
Date	27-Feb-16	27-Feb-16	4-Mar-16
Owned By	NORDC	NORDC	Dept. of Parks and Parkways
Council District	C	C	C
Acreage	1.78	1.78	10.03 (additional 2.02 acres for Congo Square)
All-Purpose Field	Good Condition	Good Condition	N/A
Playground Equipment	N/A	Good Condition	N/A
Outdoor Basketball	N/A	Good Condition	N/A
Covered Basketball	N/A	N/A	N/A
Tennis Courts	N/A	N/A	N/A
Batting Cage	Good Condition	Good Condition	N/A
Dugouts	N/A	N/A	N/A
Bleachers	N/A	N/A	N/A
Club House	N/A	N/A	N/A
Concessions	N/A	N/A	N/A
Stage	N/A	N/A	N/A
Outdoor Swimming	Construction seems to be completed and awaiting final cleanup of unused materials.	N/A	N/A
Facility Lighting	Good condition	Good condition	N/A
Off Street Parking	N/A	N/A	N/A
Fencing	N/A	Good Condition	Good Condition
Restroom Building	N/A	N/A	N/A
Port-O-Lets	One	N/A	N/A
Water Fountains	N/A	N/A	N/A
Benches	N/A	Good Condition (two missing)	Good Condition
Graffiti/Trash	Clear	Clear	Clear
Wheelchair/Stroller/Ada Access	Poor	Poor	Good

Survey Questions	Lemann 1	Lemann 2	Louis Armstrong
Nearest School	Success Preparatory Academy: 0.4 miles	Success Preparatory Academy: 0.4 miles	Joseph Craig Elementary School
Nearest Alternative Park	Carondelet/Canal Park	Treme Recreational Community Center	Treme Recreational Community Center
Distance To Sojourner Truth Neighborhood Center	0.1 miles	0.4 miles	0.8 miles
Recommendation For Park	Make minor improvements	Make minor improvements	Retain park and make major improvements to buildings needing repairs or renovations
Comments	This is a new green space and will make an excellent recreational area for youth sports once final construction clean up has been completed and the field sodding holds.	Park in good condition with good amenities.	None

Survey Questions	Carondelet and Canal Park	Lafitte Greenway
Park Name	Carondelet and Canal Park	Lafitte Greenway
Park Address	Lafitte St. and N. Rocheblave	Along Lafitte Avenue from the intersection of N. Alexander and St. Louis Streets to Basin Street and St. Louis Street
Date	14-Mar-16	14-Mar-16
Owned By	NORDC	NORDC
Council District	D	A, C, and D
Acreage	2.745	Currently unknown (2.6 mile linear park)
All-Purpose Field	N/A	N/A
Playground Equipment	Good Condition	N/A
Outdoor Basketball	N/A	N/A
Covered Basketball	N/A	N/A
Tennis Courts	Good Condition	N/A
Batting Cage	N/A	N/A
Dugouts	N/A	N/A
Bleachers	N/A	N/A
Club House	N/A	N/A
Concessions	N/A	N/A
Stage	N/A	N/A
Outdoor Swimming	N/A	N/A
Facility Lighting	N/A	N/A
Off Street Parking	Good Condition	N/A
Fencing	Good Condition	N/A
Restroom Building	Good Condition	N/A
Port-O-Lets	N/A	N/A
Water Fountains	Good Condition	N/A
Benches	Good Condition	Good Condition
Graffiti/Trash	Clean	Clear
Wheelchair/Stroller/Ada Access	Poor (good for getting to the center but not for the playground or tennis courts.	Good
Nearest School	Phyllis Wheatley Community School (0.6 miles)	Phyllis Wheatley Community School (0.6 miles)
Nearest Alternative Park	Lemann Playground 1	Treme Recreational Community Center



Survey Questions	Carondelet and Canal Park	Lafitte Greenway
Distance To Sojourner Truth Neighborhood Center	Within 0.1 miles	Less than 0.1 miles
Recommendation For Park	Park in excellent condition.	Once the sodding has taken route for the Lafitte Greenway between N. Broad Street and it terminus on Basin St., this park will be in excellent condition.
Comments	None.	As per the Lafitte Greenway's "A Pocket Guide to the Lafitte Greenway" map, our belief that it serves as an excellent link to all the recommended usable green space within NEWCITY has been confirmed.

## Appendix 5-1: Youth Survey

# UNO & NEWCITY Youth Survey

Note: Questions will be facilitated and conversational

*Please know that this survey is completely voluntary, it is your choice to participate. The survey is being collected by students at the University of New Orleans for the NEWCITY Partnership. We will group your answers together with those of other children-- none of your specific information will be shared with anyone and we won't even ask your name. Thank you for your participation!*

## SECTION 1: BASIC INFORMATION

Date and time: \_\_\_\_\_

Location: \_\_\_\_\_

Gender: \_\_\_\_\_

Age: \_\_\_\_\_

Which neighborhood do you live in?

- a. Seventh ward
- b. Tremé/Lafitte
- c. Tulane/Gravier

How long have you lived in that neighborhood? \_\_\_\_\_

## SECTION 2: SCHOOL AND GOALS

1. Do you go to school? If yes, where? \_\_\_\_\_
2. What grade are you in? \_\_\_\_\_
3. How do you get to school?
  - a. walk
  - b. bike
  - c. school bus
  - d. public transit
  - e. car
4. How long does it take for you to get to school?
  - a. 5-15 minutes
  - b. 15-30 minutes
  - c. 30-45 minutes
  - d. 45- 1 hour
  - e. over an hour

5. How many schools have you attended since kindergarten?
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. More: \_\_\_\_\_
6. Are you a member of any school organizations? If yes, which ones?
- \_\_\_\_\_
- \_\_\_\_\_
7. How many of your school friends live in your neighborhood?
- a. none
  - b. some
  - c. Most of my friends
  - d. All of my friends
  - e. Don't know
8. What do you like best about your school?
- \_\_\_\_\_
9. What is one thing you would like to change about your school?
- \_\_\_\_\_
10. What do you want to be when you grow up?
- \_\_\_\_\_
11. Do you plan on continuing school after high school?
- \_\_\_\_\_

### **SECTION 3: RECREATION**

1. What do you do after school? Where?
- \_\_\_\_\_
- \_\_\_\_\_
2. Do you ever go to any of the following places? (circle all that apply)
- a. Treme Rec Center
    - i. Pool
    - ii. basketball courts
    - iii. Dance classes
    - iv. other
  - b. Sojourner Truth Center
    - i. computer lab
    - ii. after school activities
    - iii. other

- c. Lafitte Greenway
  - i. trail
  - ii. playground
  - iii. sports facilities
  - iv. other
- d. A local church
  - i. services
  - ii. after school activities
  - iii. camps
  - iv. other
- e. Other:

---

3. What activities would you like to do after school that are not offered?

---

4. Do you feel safe in your neighborhood?

- a. Yes
- b. Yes, but only during the daytime
- c. No, I do not feel safe
- d. Other \_\_\_\_\_

5. Do play near your house?

- a. Yes,
- b. No, why not? \_\_\_\_\_

6. What do you like best about your neighborhood?

---

---

7. What is the thing you like the least in your neighborhood?

---

---

8. What would make your neighborhood a better place to live?

---

9. Is there anything else you'd like for us to know?

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## **SECTION 4: DRAWING**

**Draw how you get to your favorite place in your neighborhood.**

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